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ABSTRACT

Presented is the 1976-77 project report containing descriptions and evaluations of the five accomplished goals of the Preschool Instruction for the Exceptional (PIE) program which has provided services for 54 New Jersey students (3 to 5-years old). Described and discussed are the following objectives: (1) identification and diagnosis of preschool handicapped children, (2) development of a multidisciplinary team and creation of a learning environment for each child, (3) development and implementation of personalized programs for prescriptive teaching, (4) involvement of parents of handicapped children in their child's personalized learning program, and (5) implementation of community outreach to facilitate mainstreaming of the children. The major portion of the document consists of the following appended material: newspaper articles about the program, the PIE parent's questionnaire, the nursery school evaluation form, a sample of child study team notes, the personalized learning workshop program and evaluation form, floor plan of the PIE class, a sample of objectives set in a personalized learning program, a profile of development, and a parent's evaluation questionnaire. (IM)

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New Jersey

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PRESCHOOL INSTRUCTION FOR THE EXCEPTIONAL
(PIE)

PROJECT REPORT: 1976-77

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GENERAL INFORMATION

PRESCHOOL INSTRUCTION FOR THE EXCEPTIONAL

Sponsored by:

Northern Valley Administrators Association and
Bergen County Region III Special Education Council

Funds administered by local educational agency:

Northern Valley Regional High School District

Funds granted by:

Branch of Special Education and Pupil Personnel
Services, Division of Curriculum and Instruction
Department of Education, Trenton, New Jersey

Source of Funds:

Title VI.B.: Education of Handicapped Act
U. S. Office of Education
Department of Health, Education and Welfare
Washington, D.C.

Serving communities of:

Alpine, Closter, Demarest, Harrington Park, Haworth,
Northvale, Norwood and Old Tappan

Chief School Administrators of Participating Districts:

Mr. James Jones	Alpine
Mr. William Hanley	Closter
Dr. Seymour Weiss	Demarest
Mr. William Maier	Harrington Park
Mr. Robert Lewis	Haworth
Mr. John Howarth	Northern Valley Regional High School District
	Northvale
Dr. Joseph Cornell	Norwood
Mr. Frank Pallante	Old Tappan
Mr. Raymond Albano	

CHILDREN SERVED BY PIE TO DATE

	<u>Total No. Referred</u>	<u>Total No. Tested</u>	<u>No. Referred On</u>	<u>By Towns No. Accepted</u>
Alpine	0	0		
Closter	6	5	2	4
Cresskill	2	2*		2
Demarest	9	9*	2	3
Harrington Park	13	13	1	10
Haworth	1	1		1
Northvale	7	3+		3
Norwood	6	5		3
Old Tappan	10	8		4

TOTAL 1974-1977 - 54

*Two were not totally screened as there was enough material
e. g. one had been evaluated by Demarest and one came to us
from Building I, Bergen Pines.

**One was accepted, parents placed child in a private nursery program.

+Two Northvale children were referred early in program but withdrawn
before they were evaluated.

PIE ADVISORY GROUP 1976-77

1. Mr. John Howarth, Superintendent, Northern Valley Regional High School District; Legal Educational Agency.
2. Mr. Raymond Albano, Superintendent, Old Tappan School District; President, Bergen County Region III Special Education Council.
3. Mr. William Hanley, Superintendent, Closter School District, President, Northern Valley Administrators Association.
4. Mr. Jeffrey Feifer, Principal, Tenakill School, Closter; Principals Advisory Group, Northern Valley Schools.
5. Dr. Edward A. Ciccoricco, Director of Curriculum and Instruction, Northern Valley Schools; PIE Project Director.
6. Mr. Leonard Margolis, Director of Special Education, Region III Bergen County; PIE Project Director.
7. Mrs. Diane Rossouw, Head Teacher, PIE Project.
8. Mrs. Joanne Cote, School Board Member, Norwood School District Board of Education.
9. Mrs. Mitzi McEvoy, Teacher (3rd grade), Norwood School District; Member of Instructional Council, Northern Valley Schools.
10. Mrs. Ellen Stein, Community Representative.
11. Mrs. Sue Hubener, President, Special Education PTA Northeast Bergen County.
12. Three parents of children enrolled in program.

PIE STAFF MEMBERS

Administrators

- Dr. Edward A. Ciccoricco, Ed. D.
Project Director and Director of Curriculum and
Instruction, Northern Valley Schools, Bergen
County, New Jersey
- Mr. Leonard Margolis, B.A., M. A.
Project Director and Director of Special
Education Region III, Bergen County, New Jersey

Teaching Staff

- | | |
|------------------------------------|---|
| Mrs. Roberta Steinman, B.A. | Head Teacher
(9/2/75-1/31/77) |
| Mrs. Diane Rossouw, B.A., M.S. | Head Teacher
(2/1/77-present) |
| Mrs. June Kirby, B.S. | Assistant Teacher |
| Mrs. Carmel Alia | Assistant Teacher |
| Mrs. Rosemarie Bence, B.A., M.S.W. | Social Worker |
| Mrs. Barbara Mazie, B.A., M.A. | Psychologist Consultant |
| Mrs. Penny Kaliski, M.E.D. | Speech Therapist and
Language Consultant
(1/1/77 - present) |

University Consultants

- Dr. Shirley Zeitlin, Ed. D.
Professor of Education
State University of New York at New Paltz
- Dr. Lois Nichols, Ed. D.
Professor of Education
State University of New York at New Paltz

Typist

- Mrs. Eileen Trapani

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PRESCHOOL INSTRUCTION FOR THE EXCEPTIONAL (PIE)

PROJECT REPORT 1976-77

INTRODUCTION

In November 1975, the Education for all Handicapped Children Act (PL 94-142) was passed. This law already has been labeled a "civil rights act for the handicapped." With its passage, the role of the federal government in the education of the handicapped has significantly increased, and the responsibilities of local and state educational agencies has been dramatically altered. The law includes provisions designed to insure that all handicapped children have a free and appropriate public education available. It also protects the rights of handicapped children and their parents and assists state and local education agencies to provide this education.

While the State of New Jersey does not currently mandate 3 - 5 year old education, programs like PIE are evidence of their commitment to early identification and education of handicapped young children.

The cumulative experience of the past three years of the PIE Program has demonstrated that early intervention through pre-school programs helps the handicapped child to function more effectively and helps parents to understand their child's special needs.

As supported by research studies:

"The intention of such (early) identification is by no means to categorize or label these youngsters, thus inhibiting their access to 'normal' children. It is rather to get a head start on enabling them to enter regular classrooms and ultimately to attain self-sufficiency." ("Aid for Education of the Handicapped," American Education, July 1974, p. 30)

Handicapped three to five year old children are much like their typical counterparts. The nursery school program developed in this project provides a cohesive group learning environment for all the children, and at the same time, allows for personalized learning so necessary for each child.

The initial thrust of the program has been early identification and diagnosis of the child with appropriate placement as needed. Each child in the P.I.E. classroom has an Individualized Educational Plan (IEP) based on a

model for personalized learning. To continue this effective model program, the following objectives were set and attained:

1. Identification and diagnosis of preschool handicapped children, ages 3-5.
2. Development of a multi-disciplinary team and creation of a learning environment for each child.
3. Development and implementation of personalized programs for prescriptive teaching.
4. Involvement of parents of handicapped children in their child's Personalized Learning Program.
5. Implementation of community outreach to facilitate mainstreaming of children.

Consistent with the ongoing assessment of all aspects of the program, this third year saw increased efficiency of function and successful transition of staff members including the head teacher.

This was made possible by better record keeping, more effective identification process, more definitive staff role descriptions, increasingly effective parent involvement, and improved project-school communication.

This report describes and evaluates how the five objectives were met and includes recommendations for 1977-78.

OBJECTIVE 1:
IDENTIFICATION AND DIAGNOSIS OF PRESCHOOL HANDICAPPED
CHILDREN, AGES 3-5

I. Population Served

This project is directed to the moderately to severely handicapped preschool children who comprise approximately 1% to 3% of the total population. Using this percentage the target population for the Northern Valley Region would be fifteen to forty-five three to five year olds.

II. Intake Process

A. Initial Outreach - finding the target population

The description of the project and the intake process were communicated in the following ways.

1. Brochure
2. Dissemination of 1975-76 Report to school administrators and other concerned people.

3. Meetings - Project Directors and/or Head Teacher as speaker(s)
 - a) Superintendents Association (Northern Valley Administrators Association and Bergen County Region III Council for Special Education)
 - b) Principals' Association (Principals Advisory Group)
 - c) Child Study Team Chairpersons
 - d) Child Development Curriculum Planning Session, Northern Valley Regional H.S.
 - e) Regional School Boards Association (Joint Committee of Northern Valley School Boards).
 - f) Northern Valley Regional High School Board.
 - h) PTA, Demarest Co-op Nursery School
 - i) New Jersey Association for Education of Young Children Chapter Meeting.
 - j) Special Education Teacher's group
 - k) Presentation of PIE Program to National Conferences
 - 1) National Association for the Education of Young Children, San Francisco, California, November, 1976.
 - 2) Association for Supervision and Curriculum Development, Houston, Texas, March, 1977.
 - 3) Association for Children with Learning Disabilities
 - 4) Council for Exceptional Children, Atlanta, Georgia, April 1977
4. Newspaper articles (See Appendix A)
 - a) The Record
 - b) The Suburbanite
 - c) Valley Star
5. Newsletters
 - a) Schools
 - 1) Closter
 - 2) Northern Valley Regional High School District
 - b) Borough of Harrington Park

B. Intake Procedure
(Modified as suggested in 1975-76 report)

1. Upon inquiry, an application is mailed to parents, with request that it be completed and returned to administrative office.
2. Completed application is briefly reviewed by the Directors and then reviewed by the head teacher.
3. Social worker has initial interview in parent's home using P.I.E. Parents Questionnaire. (See Appendix B)
4. Social worker verbally relates information to the P.I.E. Child Study Team (C.S.T.). An appointment is made for parent and child visitation and screening during P.I.E. class session.
5. Psycho-educational consultants implement screening procedures with parents and child.
6. Child is observed in the P.I.E. class. If necessary, head teacher and/or consultants observe child in nursery school setting. Nursery School Evaluation form is completed prior to observation. (See Appendix C)
7. If child is not eligible, social worker informs parents and counsels as to alternatives.
 - a. Alternatives might include P.I.E. staff developing home program for parents to follow.
 - b. P.I.E. staff working with the private nursery school to create a program so that the child may continue in the "mainstream."
8. If child is eligible, an in-depth diagnostic procedure is initiated by head teacher utilizing appropriate specialists to develop a Personalized Learning Plan.

EVALUATION OF INTAKE PROCEDURES

The refined procedures were efficient. They made maximum use of staff and provided the optimum services to child, parent and the community.

C. Number and description of referrals:

Twenty-three children were referred to the Project.

1. Ten children were fully evaluated and accepted into the program. The eleventh child was screened and accepted into the project in April, but is not included in this report.

The children were classified according to federal guidelines as required.

Learning Disabled	4
Speech Impaired	4
Emotionally Disturbed	2

2. Three children have been screened and will enter the program and be fully evaluated in September. They are classified as follows:

Emotionally disturbed	1
Learning Disabled	1
Visually impaired	1

3. Three children will be re-evaluated in the fall.

EVALUATION OF NUMBER OF REFERRALS

The number of referrals this year has increased by five children (18 children - 1975-76, 23 children - 1976-77).

The classroom experience of this year continues to indicate twelve children is a maximum number that can be effectively served under the supervision of one head teacher in the preschool instruction component of the project.

Recommendation: The population of the region would indicate that there may be a number of handicapped children age 3-5 who are not identified or served. As the identification phase of the project can serve more children, the out-reach effort to the community should be sustained and expanded if possible through continued activity in all areas described.

OBJECTIVE 2:
DEVELOPMENT OF A MULTI-DISCIPLINARY TEAM AND
CREATION OF A LEARNING ENVIRONMENT FOR EACH CHILD

I. Staff Development

A. Case Conference Procedure

Team building continued through the case conference procedure.

The P.I.E. classroom staff and the staff from the P.I.E. Child Study Team were able to derive a better understanding of the child and his/her needs by utilizing the following format.

1. Head teacher and university consultant review the data and develop a Personalized Learning Program.
2. Head teacher and classroom staff discuss strategies and methods of implementation and procedures for evaluation to implement the Personalized Learning Program.
3. Head teacher, parents and relevant personnel discuss Personalized Learning Program and share ways of further implementing program in the home.
4. Head teacher and relevant specialists meet with child's home district personnel to review Personalized Learning Program and discuss recommendations for future placement. (See Appendix D for sample case conference notes with District Child Study Team.

EVALUATION OF CASE CONFERENCE PROCEDURE

The modified case conference procedure is most effective.

Recommendation: To increase the effectiveness of communication between P.I.E. and the sending district, the Child Study Team of the sending district should be invited to observe the child at entry into the program and when future placement for the child is being considered.

B. Staff Inservice Training consisted of attendance at professional meetings, conferences and courses as follows:

1. Workshop - Personalized Learning in Early Childhood Education - March 2, 9, 16, 23, 30, April 6, 20, 27, 1977.
(See Appendix E for program description and evaluation.)
2. Project Active - April 5, 1977
Using Physical Education with Handicapped Children
3. Parent-Staff Meeting
Margaret Delais Salmon, R.D.
Nutrition for Children
May 5, 1977
4. Parent-Staff Meeting
Michael B. Schachter, M.D.
"The Nutritional (orthomolecular) approach to Children with Learning Disorders and Behavioral Difficulties."
5. Videotapes of classroom sessions were made by aide and used by master teacher for inservice training during staff meetings.
6. Nine workshops were held once a month by master teacher with entire staff to work through best implementation of child's Personalized Learning Plan.

EVALUATION OF IN-SERVICE TRAINING

1. Successful P.I.E. in-service workshop was held which utilized experts in the field of early childhood education and related professions. It was designed to explain the use of the Personalized Learning Model.
2. Mini-workshops with staff were directed towards working through each child's specific personalized working plan and helped staff to work as an effective integrated team.

Recommendation: To increase quality of videotapes developed by staff, more technical assistance is needed from the media resources unit of the Northern Valley Regional High School District.

II. CREATION OF A LEARNING ENVIRONMENT FOR EACH CHILD

The learning environment, as organized in previous years, was further enriched through purchase of new materials and a reorganization of existing materials to make optimum use of space and materials. The environment was adapted to specifically serve the needs of the current population of children. (See Appendix F)

The PIE Nursery Program is located at St. Anthony's School, Northvale, New Jersey.. Facility consists of two separate classrooms. The first room is used as a main classroom. It is divided into various learning centers: art, blocks, housekeeping, language arts, manipulatives, music. The second classroom serves as a gross motor activity area, staff meeting room, testing and individual work area. The specially selected materials and equipment are used to facilitate the children's growth in the various aspects of development. The basic program is enriched by outings to a swimming pool, county parks and zoo, restaurants and other places of interest. (See Appendix F for Floor Plan)

EVALUATION OF LEARNING ENVIRONMENT

St. Anthony's School provides an adequate facility.

Recommendations: The classroom environment should be maintained and new materials ordered as needed.

OBJECTIVE 3: DEVELOPMENT AND IMPLEMENTATION OF PERSONALIZED PROGRAMS FOR PRESCRIPTIVE TEACHING

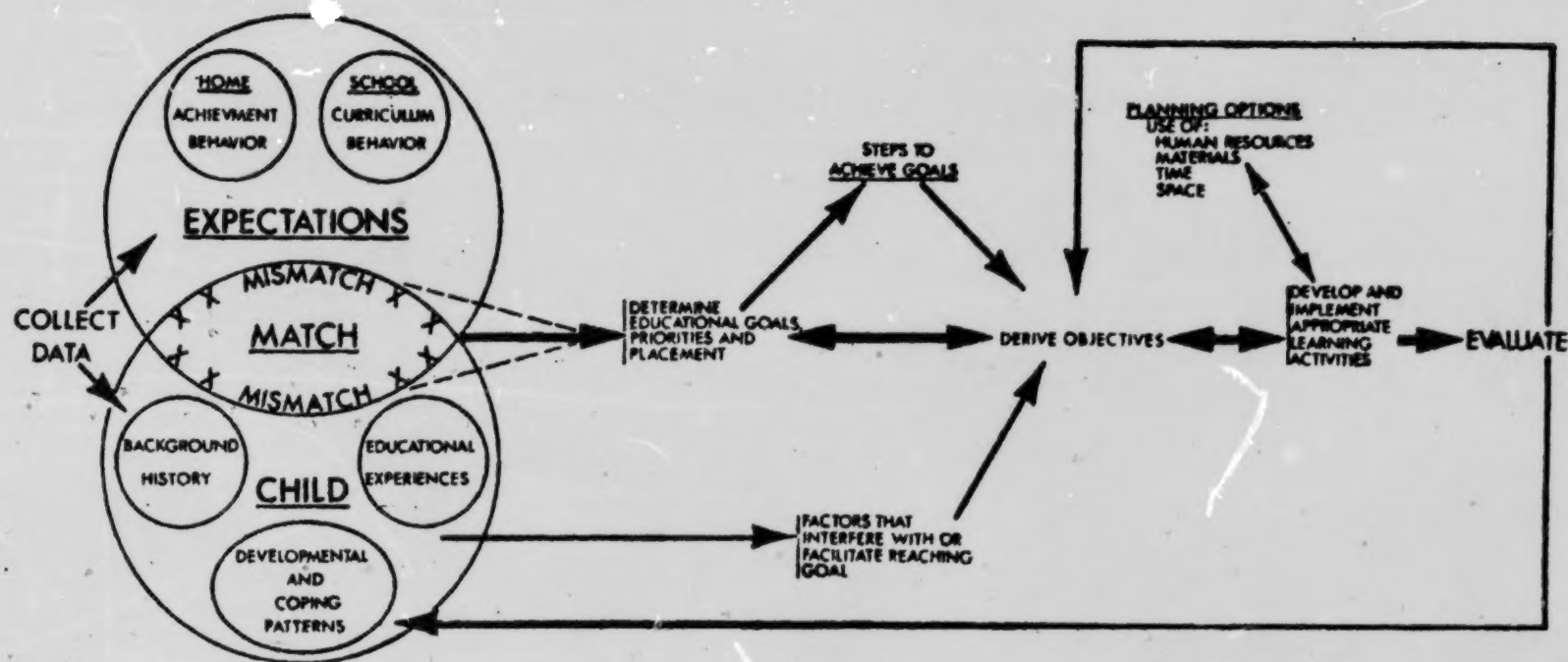
Personalized Learning Objectives

The model for Personalized Learning, developed by Zeitlin and Nichols (see Figure I) continued to be used. 329 objectives were set as follows:

- 85 - Sensory-Motor-Perceptual Development
- 130 - Language, Communication, Cognition
- 114 - Social-Emotional Development

87% of objectives were met totally and 13% partially. Only one objective was not achieved at all. (See Figure II, which summarizes the total number of objectives for each child and how they were met.)

FIGURE I



MODEL FOR PERSONALIZED LEARNING

© Kindergarten Screening:
Early Identification of High Risk Children
Chas. Thomas 1976
Model by Lois Nichols & Shirley Zeitlin

FIGURE II

PIE
YEAR-END CHILD PROGRESS EVALUATION SUMMARY SHEET

Child-Classification		No. of Objectives	+	+	-
I	L.D.	47	40%	7%	0%
II	S.I.	29	29	0	0
III	L.D.	37	32	5	0
IV	L.D.	36	29	6	1
V	S.I.	39	36	3	0
VI	E.D.	17	15	2	0
VII	S.I.	25	20	5	0
VIII	S.I.	38	34	4	0
IX	E.D.	29	27	2	0
X	L.D.	<u>32</u>	<u>22</u>	<u>10</u>	<u>0</u>
		349	284	44	1
		100%	87%	13%	

Key

L.D. - Learning Disabled
S.I. - Speech Impaired
E.D. - Emotionally Disturbed

+ - Objective met
+ - Objective partially met
- - Objective not met

Method of Evaluation - Informal testing or observation

FIGURE III

YEAR END CHILD PROGRESS EVALUATION SUMMARY SHEET

Total No. of Obj.	Child	B.D.	Class	Sex	Sens.-Motor-Percept.				Lang.-Comm.-Coq.				Social-Emotion		
					# of Obj.	+	+	-	# of Obj.	+	+	-	# of Obj.	+	+
47	I	12/29/72	L.D.	M	10	10	0	0	20	16	4	0	17	14	3
29	II	11/2/73	S.I.	F	9	9	0	0	13	13	0	0	7	7	0
37	III	8/14/72	L.D.	M	10	8	2	0	13	13	0	0	14	11	3
36	IV	1/18/72	L.D.	M	13	10	3	0	11	8	2	1	12	11	1
39	V	7/1/73	S.I.	M	8	7	1	0	15	14	1	0	16	15	1
17	VI	12/18/71	E.D.	M	2	2	0	0	8	8	0	0	7	5	2
25	VII	8/19/72	S.I.	M	2	2	0	0	13	12	1	0	10	6	4
38	VIII	3/27/72	S.I.	M	13	13	0	0	14	12	2	0	11	9	2
29	IX	1/18/72	E.D.	M	9	8	1	0	10	9	1	0	10	10	0
32	X	7/13/72	L.D.	F	9	9	0	0	13	9	4	0	10	4	6

Key: + Objective met
 + Objective partially met
 - Objective not met
 Method of evaluation:
 Informal testing or observation

Classification:
 L.D. - Learning Disabled
 S.I. - Speech Impaired
 C. - Crippled
 E.D. - Emotionally Disturbed

FIGURE IV
SUMMARY OF EVALUATION OF OBJECTIVES

Total Obj.		Sensory-Motor Perceptual		Language, Comm., Cog.		Social Emotional	
No.	%	No.	%	No.	%	No.	%
329	100	85	100	130	100	114	100
+ 284	86	+78	92	+114	88	+ 92	81
<u>±</u> 44	14	<u>±</u> 7	8	<u>±</u> 15	12	<u>±</u> 22	19
- 1		- 0		- 1		- 0	

Key: + Objective met
± Objective partially met
 - Objective not met
 Method of Evaluation:
 Informal testing or observation

The objectives were effectively met in that all but one were fully or partially achieved.

See Appendix G for Sample of Objectives set in a Child's Personalized Learning Program.

LEARNING ACCOMPLISHMENT PROFILE (LAP)

The LAP was administered to each child during their first month in the program. Those children who entered the program before December, 1976 were retested in May of 1977. Because of the variance in the amount of time between pre and post test, the results are reported on an individualized base. Appendix H has individual profiles of development for each child.

For eight children there are pre and post test results. The two children who entered the program in February and March were not retested.

The growth of each child is evidenced in individual graphs.

EVALUATION OF DEVELOPMENT AND IMPLEMENTATION OF PERSONALIZED LEARNING PROGRAM

The Zeitlin-Nichols model for Personalized Learning continued to be used as the basis for creating individualized Educational Plan for handicapped children. In spite of staff changes of key personnel, the program was able to continue smoothly and effectively.

At the beginning of the 1976-77 school year, there was a change in the psychologist and the speech consultant. At the end of the first trimester, there was another change in speech consultants. At mid-year, a new head teacher took charge of the class. In spite of these changes, all but one of the objectives originally set up for the children were met.

As recommended in 1975-76 evaluation report, the LAP was used to test entry and terminal behaviors of each child for the school year in order to determine the amount of growth and development. The LAP was seen as an effective additional objective measure of growth.

A case study and the record keeping forms developed by PIE are in the annual reports of 1974-75 and 1975-76. They are on file at ERIC.

1974-1975	ED131 630	EC091 843
1975-76	ED131 629	EC091 842

OBJECTIVE 4:

Involvement of Parents of Handicapped Children in Their Child's Personalized Learning Program.

An extensive Parent Involvement Program was developed by means of the following forms of communication and interaction:

1. PIE Pieces (bi-monthly Newsletter)
2. Telephone calls.
3. Daily informal conversations with parents when they deliver and pick up children.
4. Individual conferences with parents at school or at home.
5. Parents' attendance at professional conferences and workshops.
6. Classroom observations.
7. Group interaction sessions once a week with PIE psychologist.
8. Evening Parent-Staff Meetings.
9. Written suggestions for home follow-through (A SLICE OF PIE, Suggestions for Home Happenings, PIE Selected Fingerplays and Songs, Suggested Gift Selections, Snack Suggestions).
10. Informal notes from head teacher and speech pathologist.
11. Lending Library of toys and other educational material used with children.

EVALUATION OF PARENT INVOLVEMENT

Parent involvement was assessed through use of a questionnaire (See Appendix I) All ten mothers responded as well as eight fathers. Separate results are reported for mothers and fathers.

In response to the thirteen questions relating to the father's perception of whether the child benefitted, 76% of the responses indicated that their child had benefitted very much in a particular area, 22% indicated much improvement, 2% indicated little improvement. In

terms of parent involvement, six of the eight fathers indicated that the number of parent meetings was enough and two did not respond. In terms of benefit from school home forms of communication, results indicated that very much benefit was derived 33% of the time, 30% benefitted moderately, 14% didn't benefit at all, and 13% of the questions were not responded to. Half of the fathers responded that there should be the same amount of parent involvement next year, the other half felt that there should be more involvement. See Appendix I for summary of responses to individual questions.

In response to the 13 questions relating to the mothers' perception of whether the child benefitted, 74% of the responses indicated that their child had benefitted very much in a particular area, 22% indicated much improvement, and 4% indicated little improvement.

In terms of parent involvement, all of the ten mothers indicated that the number of parent meetings was enough.

In terms of benefit from school-home forms of communication, the responses indicated that very much benefit was derived 56% of the time, 33% benefitted moderately. 4% didn't benefit at all and 7% of the questions were not responded to.

Half of mothers responded that there should be the same amount of parent involvement next year and half said there should be more. See Appendix I for summary of response to individual questions.

Of the eight fathers responding, seven felt that their child had benefitted very much from the total program and one indicated that his child benefitted much.

Of the ten mothers responding to the questionnaire, all ten indicated that their child had benefitted very much.

EVALUATION OF PARENT INVOLVEMENT

Parents evaluation generally indicated satisfaction with the program. The entire staff informally evaluated the parents program as very effective.

Recommendation: The entire program be continued as described.

OBJECTIVE 5:
IMPLEMENTATION OF COMMUNITY OUTREACH TO FACILITATE
MAINSTREAMING OF THE CHILDREN

The PIE Program is a first step on the education ladder. To continue their progress, children's needs must be recognized and responded to in subsequent educational experiences. To this end, outreach was implemented in the following ways:

Advisory Group - The advisory council of 15 members formed last year discussed overall purpose and direction of the project.

Media Development

A slide presentation was developed to disseminate information about the use of the Zeitlin-Nichols Personalized Learning Model in the program.

Press Releases - Articles regarding the program appeared in several local newspapers.

Volunteers - Six volunteers, mostly community members, (including senior citizens, university and high school students, people with professional training) worked with the children on a regular basis during the school year.

Visits to the program (totalling over 107) were made by representatives of the following groups:

1. Intern - Learning Disabilities Teacher Consultant, Montclair State Teachers College.
2. Speech pathologist.
3. Music therapist.
4. Child psychiatrist, Greystone.
5. Reading directors, Nova Scotia, Canada.
6. Directors, Infant Stimulation, Bergen Passaic Unit of N.J.A.R.C.
7. Psychologist coordinator Project PEACE.
8. Bergen County Special Services.
9. Director of Health Services, District 18, Brooklyn.
10. New Jersey State Dept. of Education personnel.
11. C.W. Post College, New York.

12. Early childhood public school teachers.
13. Photographer.
14. Early childhood private school directors.
15. Special education teachers.
16. Local child study teams.
17. Nursery school teachers.
18. High school and university students.
19. Parents and grandparents.
20. Curriculum Coordinator, Rutherford, N.J.
21. Siblings and other elementary school children involved in project work.
22. Older handicapped children.

Meetings with each child's home district Child Study Team Chairperson were held twice during the year initially to develop a Personalized Learning Program and subsequently to discuss child's progress and possible placement for next year. Proposed placement for the seven children leaving the program are as follows:

- 5 children - Regular kindergarten
- 1 child - Region's Multiply Handicapped Class
- 1 child - Normal nursery school.

This year to broaden the scope of outreach, PIE has established consultant-type services to the local nursery schools. This is to help those children who need minimal support to remain in the "mainstream". This involves developing a Personalized Learning Plan to be shared with the nursery teacher after the child has been screened by PIE.

EVALUATION OF OUTREACH

All aspects of community outreach seem to be effective.

Recommendation: The outreach program continue as described.

FOLLOW-UP OF CHILDREN SUBSEQUENT TO THEIR
LEAVING THE P.I.E. PROGRAM

To date, 21 children have graduated from the program.
The following is a summary of their placement.

- 9 children - regular kindergarten
- 5 children - Multiply Handicapped class
- 1 child - Special school, trainably mentally retarded
- 1 child - regular nursery school
- 2 children - moved out of state. Placement unknown.

Feedback on 18 children indicated satisfaction with the appropriateness of the placement. One child placed in a regular kindergarten was moved to a multiply handicapped class.

For those children graduated from the program this year, the head teacher will be in touch with their respective teachers within the first month of the next school year. The program will continue to offer consultant services for those requesting it. The psychologist will continue to counsel those parents who will need help in making the transitions to the new program. The social worker will maintain contact with the Child Study Team who is responsible for continuation of services to the placed child. A form is being developed to keep appropriate data for each graduate student and will be used for continuing evaluation of the child.

CONCLUSION

All of the objectives of the program have been met. The staff was able to implement the philosophy that handicapped preschool children are much like their typical counterparts and that a nursery school program as developed in the PIE project is an effective learning environment for these children.

It is recommended that the program continue in essentially the same format for next year with the recommendations indicated.

APPENDICES

THE RECORD, FRIDAY, JUNE 18, 1976

Preschool program wins federal grant

The Northern Valley preschool program for children with learning disabilities has received a \$48,790 federal grant to continue operation for a third year.

Preschool Instruction for the Exceptional (PIE) was started two years ago on an experimental basis to prepare children with learning handicaps and other problems to enter school.

To continue

Dr. Edward Ciccoricco, director of curriculum and instruction for the Northern Valley Regional High School district and codirector of the project, said that PIE will continue at St. Anthony's School in Northvale.

Leonard Margolis, special education coordinator for the district and codirector, said the program's second year produced significant social, intellectual, and emotional growth on the part of the students.

Twelve children

Of the 12 children in the program, three will attend regular kindergarten in the fall, four will go to public school special education classes, three will go to county special education programs, and two will continue at the PIE project.

The program provides free diagnostic services to parents, whether or not their children

are enrolled in the program. Children from Alpine and the seven regional district towns are eligible.

Dr. Ciccoricco said the project is based on research findings that early identification of learning problems and appropriate attention helps the child's adjustment to school and social environments.

Compounded problem

"Many learning problems just do not simply go away," said Dr. Ciccoricco. "Often, the problems are only compounded in later years as a result of lack of action during the early years."

The program operates five mornings a week.

APPENDIX A

3- The North Jersey Suburbanite-Wednesday June 23, 1976

Region Preschool Funded

NORTHERN VALLEY - A regional preschool program for children with learning disabilities will continue for a third year with the aid of a \$48,790 federal grant.

Dr. Edward Ciccoricco, project co-director and director of curriculum and instruction for Northern Valley schools, said last week that the eight-town project will continue at St. Anthony's School in Northvale.

According to Leonard Margolis, project co-director and coordinator of special education for Bergen County Region 111, "The second year of the program continued to show significant social, intellectual, and emotional growth by the children." Margolis noted that of the twelve children in the program this year, three will attend a regular kindergarten program next year, four will go to a public school special education

developmental class, three will go to special education county programs, and two will continue in the preschool program.

Preschool Instruction for the Exceptional project (PIE) provides for up to twelve children with learning handicaps, communication disorders, and neurological impairments. A \$36,718 federal grant aided the first year's program. The project received \$39,953 in federal funds during its second year.

Diagnostic services are offered at no cost to parents, whether or not the child is enrolled in the nursery program. Children from Alpine, Closter, Demarest, Harrington Park, Haworth, Northvale, Norwood, and Old Tappan are eligible.

Dr. Ciccoricco said the project is based on research findings that early identification of learning problems and appropriate

attention facilitates the child's adjustment to school and social environments. "Many learning problems just do not simply go away," he said. "Often, the problems are only compounded in later years as a result of lack of action during the early years."

John Howarth, Superintendent of the Northern Valley Regional High School District which serves as local educational agency for the administration of the project said, "I am very pleased that this most worthy educational program has been awarded these essential continuation funds by the State Education Department."

The PIE nursery program operates each morning during the school year. Roberta Steinman is head teacher. More information is available at the administrative offices in Closter Plaza.

APPENDIX A

THE RECORD, WEDNESDAY, JUNE 9, 1976

PRESCHOOL CHILD WITH SPECIAL NEEDS???

The PIE Project, serving the communities of Alpine, Closter, Demarest, Harrington Park, Haworth, Northvale, Norwood, and Old Tappan, offers the following free services for preschool children, ages 3 and 4, having special needs (such as delayed language or physical development).

- Diagnostic evaluations and referrals.
- Nursery school program (in Northvale).

The Project is supported with federal funds allocated by the State Education Department and administered by the Northern Valley Regional High School District.

**Applications are now being accepted for
the 1976-77 nursery school program.**

Interested in helping?

The Project seeks community volunteers to assist the professional staff in the nursery school program.

*For more information, contact: PIE Project, Administrative Offices,
Closter Plaza, Closter, New Jersey 07624*

Telephone: 768-3541

PROJECT DIRECTORS:

Dr. Edward A. Ciccorico, Director of
Curriculum & Instruction, Northern Valley Schools
Mr. Leonard Margolis, Coordinator of
Special Education, Region III, Bergen County

APPENDIX B

P.I.E. PARENTS QUESTIONNAIRE

APPENDIX B

P.I.E. PARENT QUESTIONNAIRE

Child's Name: _____ Telephone: _____
Address _____ Age: _____ yrs. _____ mos.

1. Describe your child's general motor coordination.
 - a. Very Awkward
 - b. Somewhat awkward
 - c. Adequate
 - d. Good
2. Is there anything particularly noticeable about how your child walks?
 - a. Awkward, clumsy.
 - b. Falls frequently.
 - c. Toes in or toes out or tip toe.
 - d. Nothing unusual.
3. How well does your child ride a tricycle?
 - a. Poor
 - b. Fair
 - c. Good
 - d. Excellent
4. Describe how your child gets up and down stairs.
 - a. Alternates feet going up and down stairs.
 - b. Alternates feet going upstairs only.
 - c. Goes up and down stairs with both feet on each step.
 - d. No opportunity to use stairs.
5. How does your child play with a ball?
 - a. Bounces ball.
 - b. Can make anticipatory movements to catch a ball.
 - c. Can catch a ball thrown directly to him/her.
 - d. Can throw a ball with reasonable aim.

6. How well does your child button and unbutton?

- a. Buttons and unbuttons easily. b. Can button with effort. c. Unbuttons only. d. Cannot button or unbutton.

7. How well does your child zipper and unzipper?

- a. Zippers and unzippers easily. b. Can zipper with assistance. c. Unzippers only. d. Cannot zipper or unzipper.

8. What kinds of things does your child draw?

- a. Drawings that depict a story. b. Definite shapes and objects. c. Scribbles d. Not interested in drawing yet.

9. How well does your child cut with scissors?

- a. Can cut smoothly. b. Cutting is choppy. c. Slashes only. d. Cannot cut.

10. What parts of the body does your child know?

___ head	___ tongue	___ ears	___ toes	___ elbow
___ eyes	___ lips	___ leg	___ arm	___ neck
___ nose	___ eyebrows	___ knee	___ hand	___ stomach
___ mouth	___ cheeks	___ ankle	___ finger	___ buttocks
___ eyelashes	___ throat	___ foot	___ thumb	___ shoulder

11. How does your child count?

- a. Can count up to 10 objects. b. Can count objects to 5. c. Can count objects to 2 or 3. d. Names only a few numbers in random order.

APPENDIX B

12. What colors can your child name?

- a. None. b. A few, e.g., red, blue. c. All the basic colors; red, blue, green, yellow. d. All the basic colors plus a few more, e.g., pink, white, black.

13. What shapes does your child know?

- a. Circle b. Square c. Triangle d. Rectangle e. Oval

14. Below is a list of adjectives which can describe a child's personality and behavior. Please circle those which might describe your child.

- | | | | |
|-----------------------|-----------------|------------------|---------------------|
| a. sad | e. leader | i. happy | m. follower |
| b. moody | f. quiet | j. even tempered | n. unable to attend |
| c. friendly | g. independent | k. loner | o. dependent |
| d. hard to discipline | h. affectionate | l. fearful | |

15. What things upset your child?

- a. Disapproval by others. b. Not getting his/her own way. c. Unsuccessful attempts when trying to do something. d. Strange situations: animals or people.

16. How easy is your child to manage at home?

- a. Very easy. b. Needs much attention and time. c. Quiet. d. Often stubborn e. Very difficult.

APPENDIX B

17. How well does your child accept limits?

- | | | |
|-------------------------------------|---|---|
| a. Often tests limits and routines. | b. Usually conforms to limits and routines. | c. Understands rules and obeys intelligently. |
|-------------------------------------|---|---|

18. How well does your child respond to routine?

- | | | |
|----------------------|--|--|
| a. Is very flexible. | b. May be occasionally upset by change in routine. | c. Becomes anxious about deviations from schedule. |
|----------------------|--|--|

19. What forms of punishment does your child respond to?

- | | | | | |
|-------------------------|-------------------------------|---|-------------------------------|--------------|
| a. Talking things over. | b. Scolding or raised voices. | c. Isolation-sitting in chair or going to room. | d. Denial of favorite things. | e. Spanking. |
|-------------------------|-------------------------------|---|-------------------------------|--------------|

20. How does your child act when you have to leave him?

- | | | |
|------------------|---------------------------------|---------------------------------------|
| a. Adjusts well. | b. Fine, with some reassurance. | c. Reluctant, cries most of the time. |
|------------------|---------------------------------|---------------------------------------|

21. How well does your child adjust to new activities and situations?

- | | | | |
|------------------------|-------------------------------------|---------------------------------|----------------------------|
| a. Fearful, withdrawn. | b. Shy; takes time to get involved. | c. Seems eager to get involved. | d. Outgoing and adaptable. |
|------------------------|-------------------------------------|---------------------------------|----------------------------|

22. How well does your child respond to strangers?

- | | | | |
|-------------------|----------------------|-------------|------------------|
| a. Very outgoing. | b. Usually friendly. | c. Cautious | d. Very fearful. |
|-------------------|----------------------|-------------|------------------|

APPENDIX B

23. How does your child get along with other children?

- | | | | |
|--|--|---|--|
| a. Rejects advances of other children. | b. Fights, is selfish, wants things his way. | c. Accepts advances of other children, wants to be invited to play. | d. Initiates play with other children. |
|--|--|---|--|

24. How well is your child able to share with others?

- | | | | |
|--|---|---|--|
| a. Never shares, always tries to be first. | b. Rarely willing to share; will wait briefly for turn. | c. Usually willing to share if has enough. Will take turns. | d. Is inventive in solving problems related to sharing or play material. |
|--|---|---|--|

25. How often does your child look for affection?

- | | | |
|--------------------------------|-----------------------|----------------------|
| a. Doesn't like to be touched. | b. constantly clings. | c. Enjoys affection. |
|--------------------------------|-----------------------|----------------------|

26. How does your child get along with his/her brothers and sisters?

- | | | |
|-------------------------------------|------------------------------------|---------------------------------------|
| a. Usually get along well together. | b. Irritate and tease one another. | c. Constantly fighting when together. |
|-------------------------------------|------------------------------------|---------------------------------------|

27. Which parent does he/she relate to best?

- | | | |
|------------------------------------|-------------------------------------|------------------------------------|
| a. Usually identifies with father. | b. Relates equally to both parents. | c. Usually identifies with mother. |
|------------------------------------|-------------------------------------|------------------------------------|

APPENDIX B

28. Describe your child's use of language.

- | | | | |
|---------------------------------|--|---|---|
| a. Speaks little or not at all. | b. Uses gesture in place of language or for communication. | c. Answers direct questions or makes requests only. | d. Initiates conversation and uses speech socially. |
|---------------------------------|--|---|---|

29. How well does your child pronounce his words?

- | | | | | |
|------------------------------------|---|--|---|--|
| a. I hardly understand him at all. | b. I understand when he speaks slowly; he has trouble with many sounds. | c. I can always understand him, though he has trouble with a few sounds. | d. He pronounces most of his words correctly. | e. Pronunciation very good, everyone understands him easily. |
|------------------------------------|---|--|---|--|

30. Does your child use sentences?

- | | | |
|---|--|-------------|
| a. Uses 5 words and more in a sentence. Can carry on normal conversation. | b. Usually 2 word combinations - "me go", etc. | c. Not yet. |
|---|--|-------------|

31. How well can your child find things that you name?

- | | | | |
|------------------------------------|---|---|--|
| a. Rarely understands what I mean. | b. Can point to a few objects when I name them. | c. Finds almost anything I name in the house. | d. Will ask when words are unfamiliar. |
|------------------------------------|---|---|--|

32. Does your child follow directions?

- | | | | |
|-----------|------------------------------------|---|---|
| a. Rarely | b. Will follow one simple command. | c. Follows 2 or 3 simple directions in a row. | d. Remembers long sets of instructions and will carry them out. |
|-----------|------------------------------------|---|---|

APPENDIX B

33. Describe your child's understanding of language.

- | | | |
|--------------------------------|--|--|
| a. Rarely fails to understand. | b. May have trouble understanding if not spoken to carefully and directly or with simplified language. | c. Very often does not understand what is said to him. |
|--------------------------------|--|--|

34. Indicate the kinds of pretend and make-believe games your child generally plays.

- a. Monsters, ghosts.
- b. Animals
- c. Storybook characters, e.g., kings, superman, princess.
- d. Make-believe friend
- e. Real life people, e.g., fireman, athletes, nurse
- f. Re-enact real life situations, e.g., house, school.

35. Indicate the kinds of things your child generally plays with.

- a. Books, puzzles, blocks
- b. Paper, pencils, crayons
- c. Scissors, paste, glue
- d. Trucks, cars, trains
- e. Tinker toys, Lego, building blocks
- f. Dolls, dishes, dress-up
- g. Ball, jumprope, bike, swing
- h. Mud, water, sand, play dough
- i. Table games, e.g., Candy Land

36. What does your child do when he/she plays alone?

- | | | | |
|-----------------------|---|--|---|
| a. Never plays alone. | b. Plays alone for brief periods of time. | c. Prefers to play alone, rather than with children or adults. | d. Prefers adult company and reinforcement. |
|-----------------------|---|--|---|

37. How does your child take care of his toys?

- | | | | | |
|-----------------------------|------------------------------|---|------------------|---|
| a. Willfully destroys toys. | b. Carelessly destroys toys. | c. Takes toys apart; unable to put back together. | d. Very careful. | e. Extremely careful, upset if one gets broken. |
|-----------------------------|------------------------------|---|------------------|---|

38. How does your child begin an activity?

- | | | |
|---|---|--|
| a. Involves self in a variety of constructive activities. | b. Occasionally needs help at initiation; accepts it readily. | c. Rarely initiates activities or has trouble beginning. |
|---|---|--|

39. Describe your child's ability to become involved in activities.

- | | | | |
|--|--|--|---|
| a. Can stay with a chosen activity for very long periods, even returning the next day. | b. Can usually remain with task he likes until it is finished. | c. Usually needs encouragement to stay with task until complete. | d. Rarely finishes task, moves rapidly from one to another. |
|--|--|--|---|

40. How long would your child stay with an activity such as puzzles, blocks, picture books?

- | | | | |
|-------------------------|---------------------------|-------------------------|---------------------------------|
| a. Less than 5 minutes. | b. About 5 to 10 minutes. | c. At least 15 minutes. | d. At least $\frac{1}{2}$ hour. |
|-------------------------|---------------------------|-------------------------|---------------------------------|

-33
APPENDIX B

41. Describe child's interest in his environment.

- | | | | |
|---|---|--|---|
| a. Shows little or no interest in anything new. | b. Can be intrigued by really exciting things but often uninterested. | c. Actively explores any new things in the room. | d. Interested in new ideas, words, and relationships as well as things. |
|---|---|--|---|

42. How does your child approach new tasks?

- | | | |
|--|---|---|
| a. Realistically evaluates his/her strengths and weaknesses. | b. Sometimes reluctant to try new things. | c. May refuse to try something he can do. |
|--|---|---|

43. How does your child approach problems?

- | | | |
|--|---|---|
| a. Is inventive in solving practical problems. | b. Usually tries hard to solve problems and accepts failure well. | c. Rarely seeks to solve problems on his own. |
|--|---|---|

44. Is he/she easily discouraged or does he show persistence?

- | | | | | |
|--------------------|---|-----------------------------------|------------------------------------|---|
| a. Never gives in. | b. Persists until convinced of failure. | c. Gives everything a fair trial. | d. Gives up before adequate trial. | e. Melts before slight objections or obstacles. |
|--------------------|---|-----------------------------------|------------------------------------|---|

45. How does he/she react to frustration?

- | | | | |
|--|------------------------|-------------------------------|-------------------------------------|
| a. Easily irritated, explosive, or resorts to tears. | b. Impatient, fretful. | c. Tolerant, rarely blows up. | d. Very submissive, long suffering. |
|--|------------------------|-------------------------------|-------------------------------------|

APPENDIX B

46. How well can your child take care of toileting?

- a. Not yet trained. b. Wets occasionally during the day. c. Wets occasionally at night only. d. Needs assistance, asks to go. e. Independent.

47. How well can your child dress and undress himself/herself?

- a. Independent. b. Completely except needs help tying, buttoning, zippering. c. Is able to assist in dressing and undressing. d. Can undress only. e. Cannot dress or undress.

48. How well is your child able to eat by himself/herself?

- a. Independent b. Is independent except for help with cutting. c. Uses fork. d. Uses spoon only. e. Finger food only.

49. How well is your child able to drink by himself/herself?

- a. Can drink from cup or glass with assistance. b. Needs no assistance. c. Is able to pour for self. d. Is able to use straw.

50. How well can your child wash his/her face and hands?

- a. Dries hands only. b. Washes hands unassisted. c. Washes hands and face without assistance.

51. How well is your child able to brush his/her teeth?

- a. Needs total assistance. b. Needs supervision. c. Independent.

APPENDIX B

52. What is his/her activity level?
- a. Extremely sluggish. b. Moves with required speed. c. Never stays in one place for long.
53. What is his/her energy level?
- a. Shows quick exhaustion. b. Rarely shows fatigue. c. Unusually vigorous, never "runs down".
54. How does he/she respond to new situations?
- a. Very quickly. b. With relative ease. c. Plodding. d. Extremely slow. ---
55. How does he/she respond to routine situations?
- a. Very quickly. b. With relative ease. c. Plodding. d. Extremely slow.
56. Does he/she act impulsively or cautiously?
- a. Highly cautious, hesitant. b. Acts with reasonable care. c. Frequently impulsive. d. Very impulsive.
57. Is he/she emotionally calm or excitable?
- a. Is easily aroused - hysterical. b. Responds moderately. c. Little emotional response, listless, apathetic.
58. Is he/she even tempered or moody?
- a. Extreme mood swings. b. Responds as conditions warrant. c. Little emotional range.

APPENDIX B

59. Is he/she usually depressed or cheerful?

- | | | | | |
|--|--|------------------------------|----------------------------|---|
| a. Tends to extremes
of silliness,
euphoria. | b. Cheerful,
animated,
"bubbly". | c. Usually in good
humor. | d. Generally
dispirited | e. Dejected, melan-
cholic, depressed. |
|--|--|------------------------------|----------------------------|---|

60. What is his/her usual emotional response?

- | | | | |
|-----------------------|--|---|-----------------------------|
| a. Very affectionate. | b. Ordinarily friendly
and cordial. | c. Withholding,
cold, unspon-
taneous | d. Hostile,
aggravating. |
|-----------------------|--|---|-----------------------------|

61. Does he/she worry or is he usually easy going?

- | | | | |
|----------------|-------------------------------------|---|---|
| a. Easy-going. | b. Does not worry
without cause. | c. Apprehensive, often
worries unduly. | d. Constantly worries
about something. |
|----------------|-------------------------------------|---|---|

PARENT QUESTIONNAIRE

I. Gross Motor

1. (a) weakest ---- (d) strongest
2. (a) " ---- (d) "
3. (a) " ---- (d) "
4. (a) strongest ---- (d) weakest
5. (a) weakest ---- (d) strongest

II. Fine Motor Coordination

6. (a) strongest ---- (d) weakest
7. (a) " ---- (d) "
8. (a) " ---- (d) "
9. (a) " ---- (d) "

III. Cognitive Development

10. -----total of 25 body parts
11. (a) strongest ---- (d) weakest
12. (a) weakest ---- (d) strongest
13. total of 5 - from easiest to hardest

IV. Social and Emotional

14. Total of 15 choices - c,e,h,i,j - strong
f,g,m, - and/or
a,b,d,k,l,n,o - weak
n - unable to attend
15. (a) strongest ---- (d) weakest
16. (a) " ---- (e) weakest
17. (a) weakest ---- (c) strongest
18. (a) strongest ---- (c) weakest
19. 5 possible choices
20. (a) strongest ---- (c) weakest
21. (a) weakest ---- (d) strongest
22. (a) strongest ---- (d) weakest
23. (a) weakest ---- (d) strongest
24. (a) " ---- (d) "
25. (a) " ---- (e) "
26. (a) strongest ---- (c) weakest
27. possibility of 3 choices, (b) the most positive.

V. Language

28. (a) weakest ---- (d) strongest
29. (a) " ---- (e) "
30. (a) " ---- (c) "

VI. Language

31. (a) weakest ---- (d) strongest
32. (a) " ---- (d) "
33. (a) strongest ---- (c) weakest

VII. Play Habits

34. 6 possible choices
35. 9 possible choices
36. (a) weakest ---- (d) strongest
37. (a) " ---- (e) "

VIII. Initiation of Activity

38. (a) strongest ---- (c) weakest

IX. Attention Span

39. (a) strongest ---- (d) weakest
40. (a) weakest ---- (e) strongest

APPENDIX B

X. Curiosity

41. (a) weakest ---- (d) strongest

XI. Problem Solving

42. (a) strongest---- (c) weakest

43. (a) " ---- (d) "

44. (a) " ---- (e) "

45. (a) weakest ---- (d) strongest

46. (a) " ---- (e) "

47. (a) strongest---- (e) weakest

48. (a) " (e) "

49. (a) weakest (d) strongest

50. (a) " (c) "

51. (a) " (c) "

XII. Temperment

52. (a) weak (b) strong (c) weak

53. (a) " (b) " (c) "

54. (a) strongest -- (d) weakest

55. (a) " -- (d) "

56. (a) weak (b) strong (c), (d) weak

57. (a) " (b) " (c) weak

58. (a) " (b) " (c) "

59. (a) " (c) " (e) "

60.

61.

APPENDIX C

PRESCHOOL INSTRUCTION
FOR THE EXCEPTIONAL



Administrative Offices
Northern Valley Regional High School District
Closter Plaza
Closter, New Jersey 07631
Telephone: 768-3541

APPENDIX C
Nursery School Questionnaire

Nursery School:

Telephone Number:

Teacher's Name:

Child's Name:

Age:

Reason for Referral:

I. Gross Motor Coordination

1. Rate general gross motor coordination.

- a. very awkward b. somewhat awkward c. acceptable body movements. d. good

2. Can child imitate gross body movements?

3. If below average, please describe.

II. Fine Motor Coordination

1. What is level of child's drawing?

- a. definite shapes or pictures b. scribbles c. not interested

2. How well does child handle scissors?

- a. follows lines b. cuts indiscriminately c. cannot use scissors

3. What is level of child's play with small manipulative materials (beads, puzzles, pegs, etc.)?

- a. handles tasks well b. some difficulty c. great difficulty d. no interest

If below average, please describe.

APPENDIX C

III. Cognitive

1. Does child know most body parts?
2. Does child have number concepts?
 - a. 1 - 3
 - b. 1-10
3. Does child know basic colors?
4. Does child know basic shapes?
5. Does child know concepts such as under/over, front/back, big/little?

IV. Speech and Language

1. Describe level of language use.
 - a. speaks little or not at all
 - b. answers direct questions or makes direct requests only.
 - c. initiates conversation and uses speech socially
2. What is level of child's receptive functioning?
 - a. Can he/she follow directions?
 - b. Does he/she seem to understand you
 - (1) none of the time
 - (2) some of the time
 - (3) all of the time
3. What is level of child's expressive language?
 - a. Can he/she name most common objects?
 - b. Does child use sentences?
 - (1) Only uses phrases
 - (2) Uses simple sentences.
 - (3) Uses complex sentences.
4. How clear is child's speech?
 - (1) unintelligible
 - (2) sometimes difficult to understand
 - (3) completely intelligible
5. If there is any concern in the area of speech and language, please describe:

APPENDIX C

V. Social and Emotional

1. Rate child's attention span:

- (a) very short (b) average (c) above average

2. Please check those adjectives which describe the child:

- | | | |
|-----------------------|-----------------|----------------|
| a. sad | g. independent | m. very active |
| b. moody | h. affectionate | n. dependent |
| c. friendly | i. happy | |
| d. hard to discipline | J. loner | |
| e. leader | k. fearful | |
| f. quiet | l. follower | |

3. How well does child relate to peers?

- | | | |
|---|--|---|
| (a) rejects advances
of other children
and plays more
alone than with
others. | (b) fights, is
selfish.
Wants things
own way. | (c) accepts advances
of other children,
wants to be invited
to play. |
| (d) initiates play with
other children -
shares well. | | |

4. Does child relate well to adults?

- (a) does not relate (b) relates on occasion (c) relates well

5. How does child react to frustration?

- (a) cries easily (b) impatient (c) tolerant

6. Rate level of child's self-help skills

- (a) below average (b) average (c) above average

Meeting with Other District
Child Study Team

Date:

Present: P.I.E. Child Study Team (Head teacher, social worker, psychologist) Child Study Team Chairperson from Other District

I. Discussed placements and recommendations for next year.

A. Child VIII

1. Auxiliary services
 - a. Title I language
 - b. Possible perceptual work with L.D.
2. Placed in the a.m. session - Mrs. Collins
 - a. Will meet with her in September
 - b. P.I.E. will provide end of year report and suggestions for continued perceptual work.
 - c. Summer program for parents.

II. Child VII

- A. Turned over: Social History, PLP, Psychological Evaluation, Speech, Hearing.
- B. Will meet with teacher and discuss the need for consistent handling and working with mother.
- C. Placement in morning session - Mrs. Collins.

III. Child IX

- A. Handed over - Social history, PLP, psychological and speech evaluations. Will forward hearing evaluation.
- B. Auxiliary services
 1. Title I - Speech and Language Therapy Program

IV. Child III

- A. Background information.

V. Screened child not accepted in program.

- A. Child from Town X screened by Project to have been picked up by District Child Study Team.
- B. Strategies for approaching the parents and getting them to seek school services.
- C. Will follow up.

APPENDIX D

VI. Procedures for follow-up.

- A. Meeting with the kindergarten teachers in September.
- B. Being available for helping them with child's first year transition.

APPENDIX E

PERSONALIZING LEARNING IN EARLY CHILDHOOD EDUCATION*

One inservice credit recommended

Open to: K-3 teachers, primary level special education teachers, child study team members,
PIE staff

Tuition and fees: None

Eight sessions: Wednesdays, 3:45 - 5:45
March 2, 9, 16, 23, 30, April 6, 20, 27

Location: County Road School, Demarest

Maximum enrollment: 40 (First five applicants from each elementary district who apply
by January 14th.)

Consultants (in order of presentations): Dr. Edward A. Ciccoricco, Director of Curriculum and Instruction, Northern Valley Schools; Mr. Leonard Margolis, Coordinator of Special Education, Region III; Dr. Peter Migel, Pediatrician, Tenafly, and Associate in the Department of Pediatrics, Columbia University; Dr. Sam Sheln, Clinical Psychologist, Teaneck; Dr. Harold Scholl, Professor of Education, Department of Communication Disorders and Sciences, Montclair State College; Dr. Harold Solan, Optometrist (MA in reading), Teaneck; Dr. Shirley Zaitlin, Professor of Education, State University College at New Paltz, New York and Fellow at New England Medical Center, Tufts University; Ms. Bonne Sue Adams, Assistant Professor of Education, Learning Center, State University College at New Paltz, New York.

Content: The personalized learning system, medical background, expectations and attitudes, language and learning, perceptual motor, educational plan, classroom management, and evaluation.

*Sponsored by the PIE Project.

Jointly planned by the Office of Curriculum and Instruction, Dr. Edward A. Ciccoricco, Director, and the Office of Special Education, Region III, Mr. Leonard Margolis, Coordinator.

NORTHERN VALLEY SCHOOLS
Office of Curriculum and Instruction

Workshop/Course Evaluation

Your evaluation of this workshop or course provides needed feedback to the Office of Curriculum and Instruction and will be considered for inservice program planning. You need not identify yourself on this form in any way. Thank you for your assistance.

Workshop or course title: PERSONALIZED LEARNING

Please rate this workshop or course in terms of the areas listed below using the following scale

- 5 : Excellent - outstanding
4 : Good - better than average
3 : Satisfactory - okay, average
2 : Fair - below average
1 : Poor - markedly inadequate

Circle one number for each item:

1. Opportunities for learning new ideas, methods, and/or specific skills:

5 4 3 2 1

6 15 8 1 0

2. Applicability to your own educational setting... classroom, school:

5 4 3 2 1

9 13 7 2 0

3. Motivation to use what you have learned in your own situation:

5 4 3 2 1

10 14 5 1 0

4. Stimulation to continue learning in the workshop or course content area:

5 4 3 2 1

14 12 4 0 0

5. Opportunities for your own active involvement in the workshop course activities:

5 4 3 2 1

8 8 8 5 0

6. Organization... flow of workshop or course program:

5 4 3 2 1

12 12 6 1 0

7. Quality of presentation:

5 4 3 2 1

16 12 3 0 0

8. Adequacy of facilities:

5 4 3 2 1

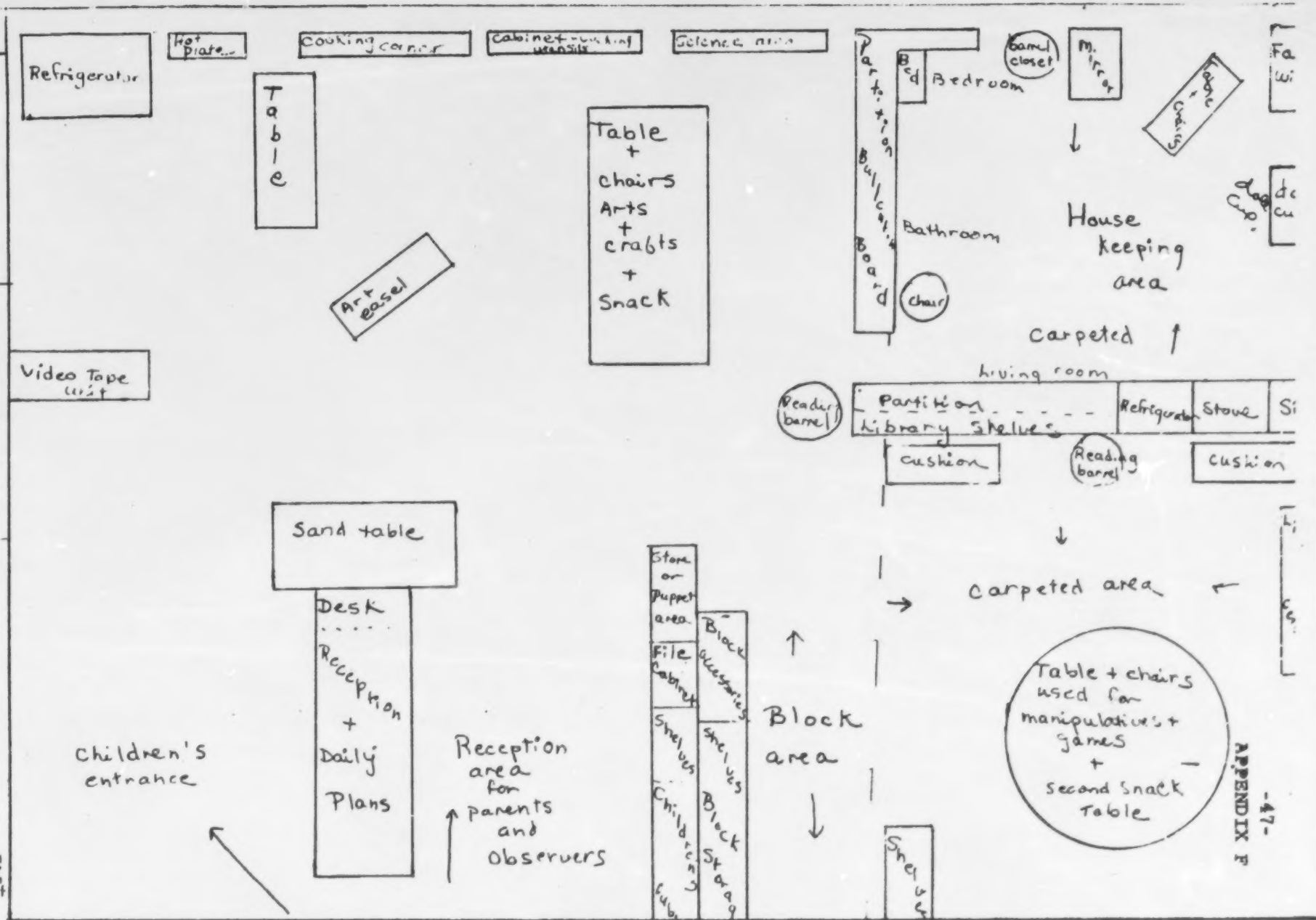
24 3 4 0 0

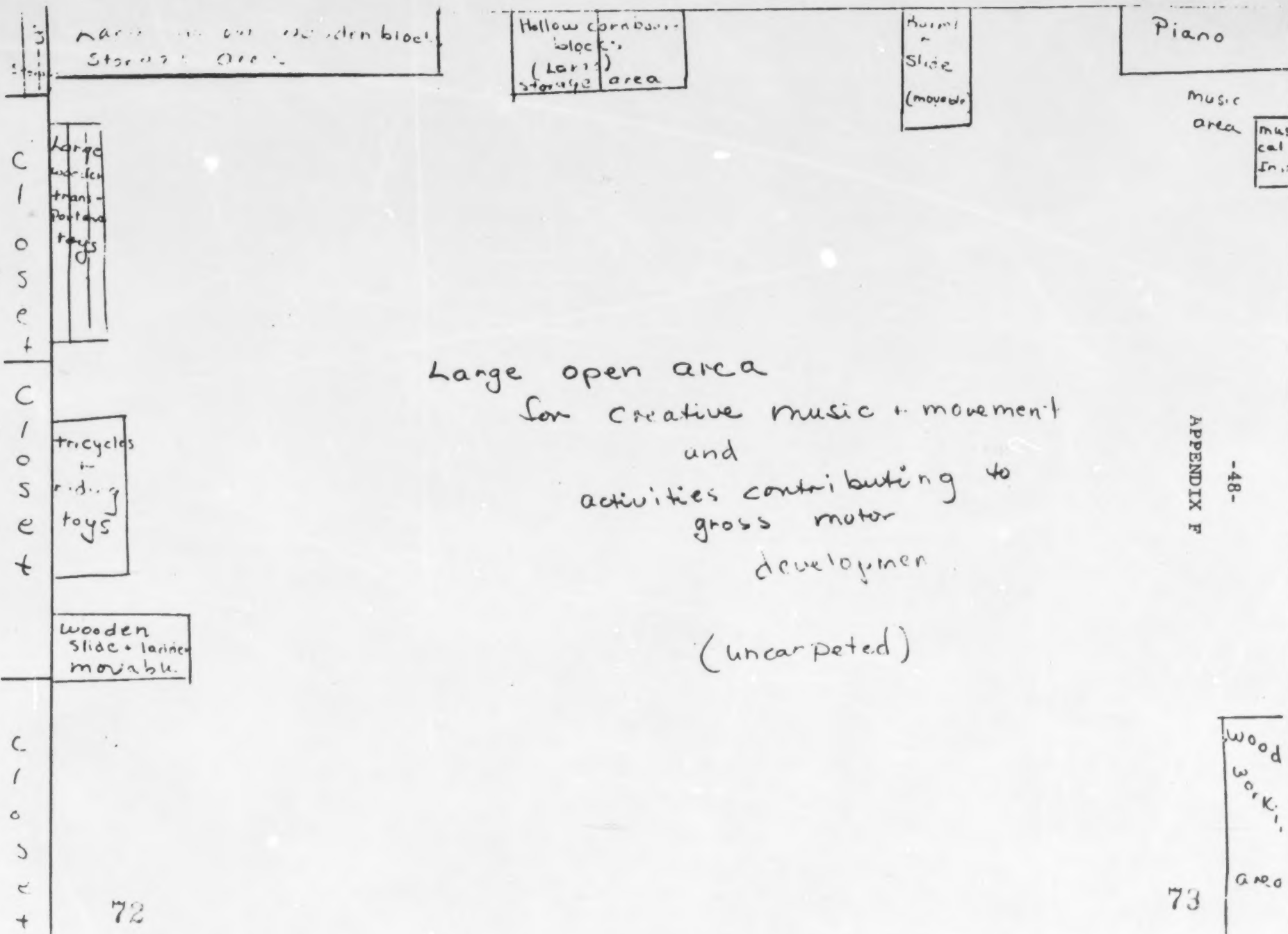
9. Overall rating:

5 4 3 2 1

12 14 3 0 0

Comments





A P P E N D I X G

P. I. E.

YEAR-END EVALUATION

Name:
Birthdate:
Date:
Head Teacher:
Sp. & Lang. Cons.

SENSORY-MOTOR-PERCEPTUAL DEVELOPMENT

1. Integrates body movements
 - (a) Balances on one foot 3 seconds
 - (b) Somersaults with minimal assistance
 - (c) Imitates motor movements of jumping, tip-toeing, running
 - (d) Catches large bounced ball using body
2. Moves from large to small muscle usage
 - (a) Puts discs on roller stack
 - (b) Puts in knobbed cylinders
 - (c) Slashes with training scissor
 - (d) Fingerpaints
 - (e) Traces circle, square, triangle

LANGUAGE, COMMUNICATION, COGNITION

1. Uses appropriate verbalization
 - (a) Can repeat three digits
 - (b) Uses plurals
 - (c) Uses six word sentences

Key:

- + Objective met
- + Objective partially met
- Objective not met

- (d) Responds "Here I am, I am _____" during class meeting
 - (e) Appropriate verbalization during the viewing of pictures, slides and filmstrips.
 - (f) Responds "I am _____" with adult support outside of class meeting
 - (g) Tells sex "Are you a girl or a boy?"
 - (h) Expresses body needs (ex. bathroom)
 - (i) Improved articulation
2. Listens with understanding and takes appropriate action
- (a) Performs action to familiar fingerplays and songs at class meeting
 - (b) Follows one step directions
 - (c) Performs appropriate motor movements when instructed to do so
 - (d) Comprehends physical needs (ex. What do you do when you are sleepy? - ans. "Go to bed".)
 - (e) Upon hearing piano signals for class meeting performs appropriate action.
3. Makes relationships and classifies objects.
- (a) Names primary and secondary colors
 - (b) Rote counts 1, 2, 3.
 - (c) Matches colored objects
 - (d) Counts five meaningfully
 - (e) Sorts according to color
4. Uses words as labels to express ideas
- (a) Names body parts
 - (b) Names and recognizes pictures of common objects

SOCIAL-EMOTIONAL DEVELOPMENT

1. Attends to an activity for a longer period of time
 - (a) Looks at task while he is performing same
 - (b) With assistance completes task once started.
2. Views self positively
 - (a) Takes pride in his accomplishments
 - (b) Responds "Here I am, I am ____" at class meeting
 - (c) Initiates new activities
 - (d) Performs classroom tasks as "Helper of the Day".
3. Moves from self-centered to group awareness
 - (a) Has begun participating in group activities
 - (b) Initiates communication with peers
 - (c) With assistance returns materials to their place upon termination of tasks
 - (d) Takes turns with peers
 - (e) Shares materials with peers
 - (f) Chooses own friends
 - (g) Joins peers in play

APPENDIX H

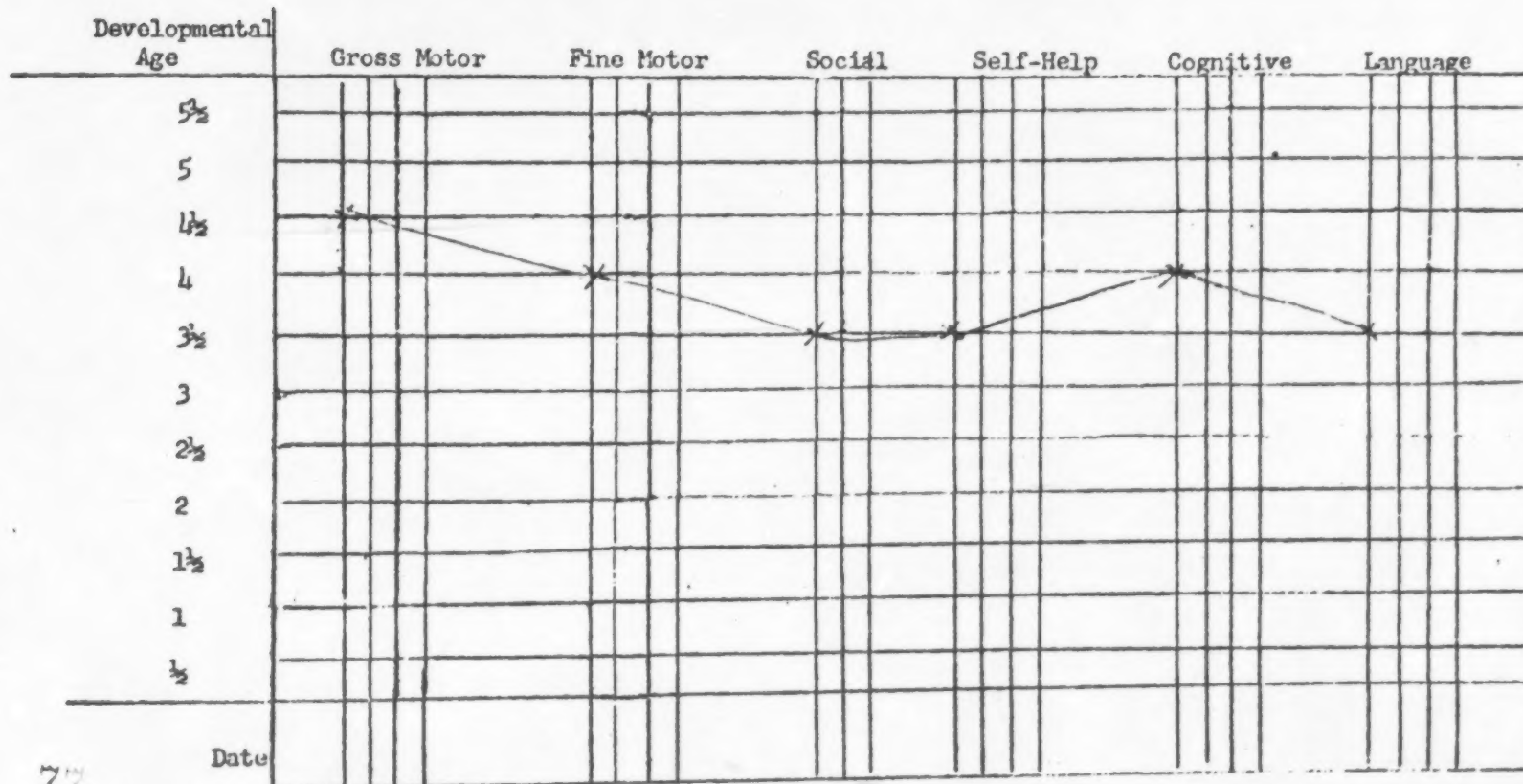
LAP - Sanford ©

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name Child I - L.D.

Date Feb, 1977

C.A. 4



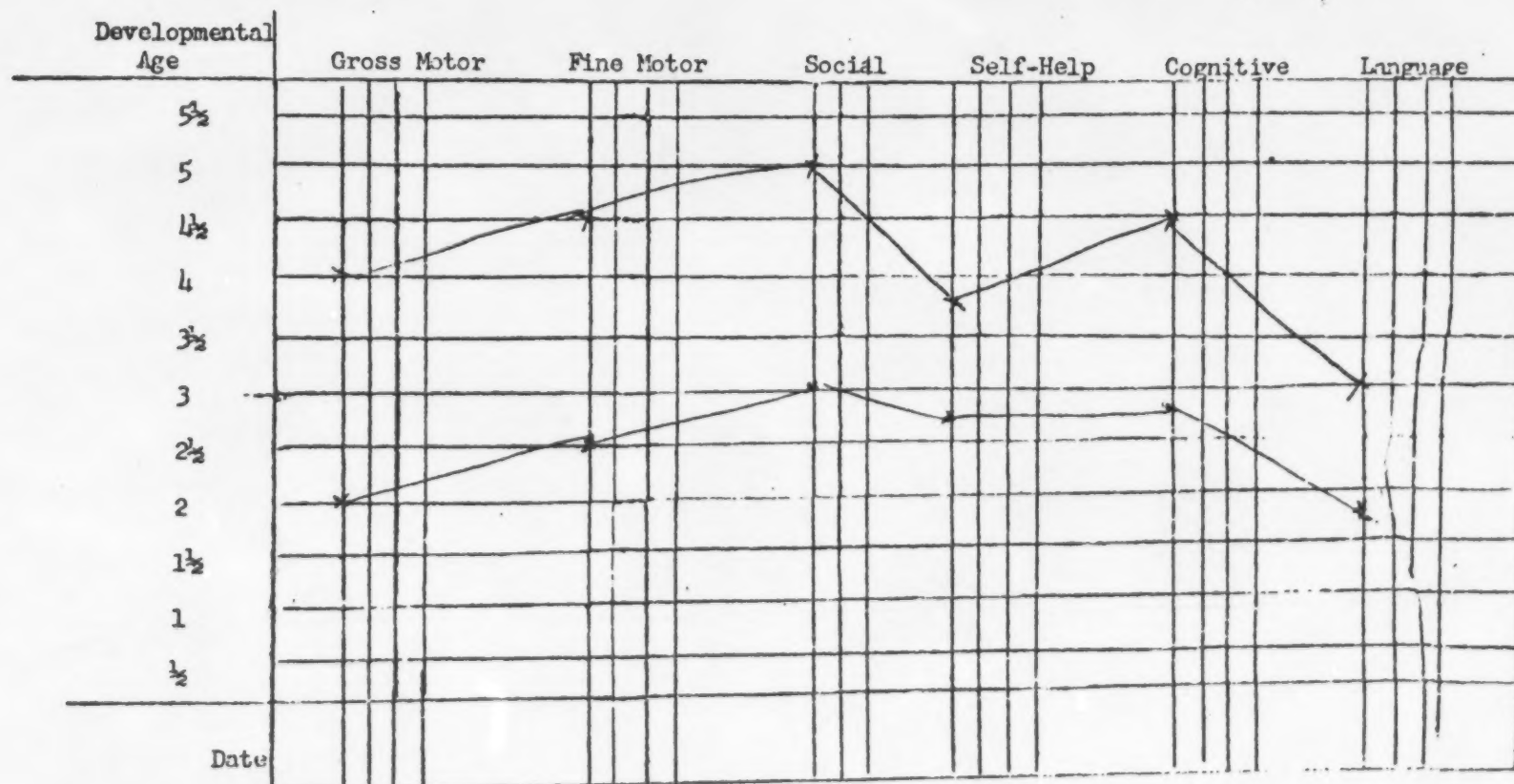
77 $\frac{DA \text{ (Developmental Age)}}{CA \text{ (Chronological Age)}} = \text{Rate of Development}$

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name II - S.I.

Date 11-76

C.A. 3



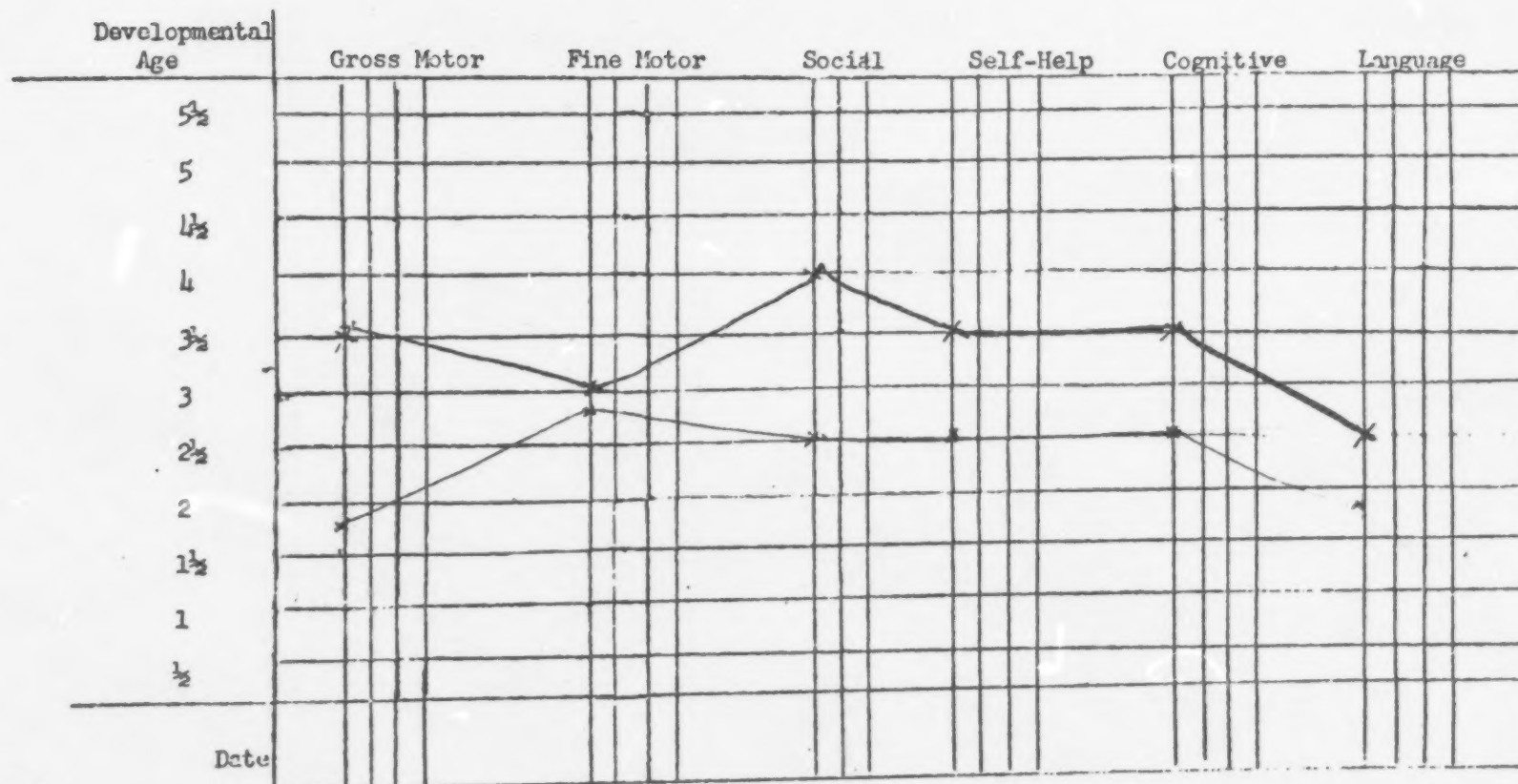
79 $\frac{DA \text{ (Developmental Age)}}{CA \text{ (Chronological Age)}} = \text{Rate of Development}$

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name III - L.D.

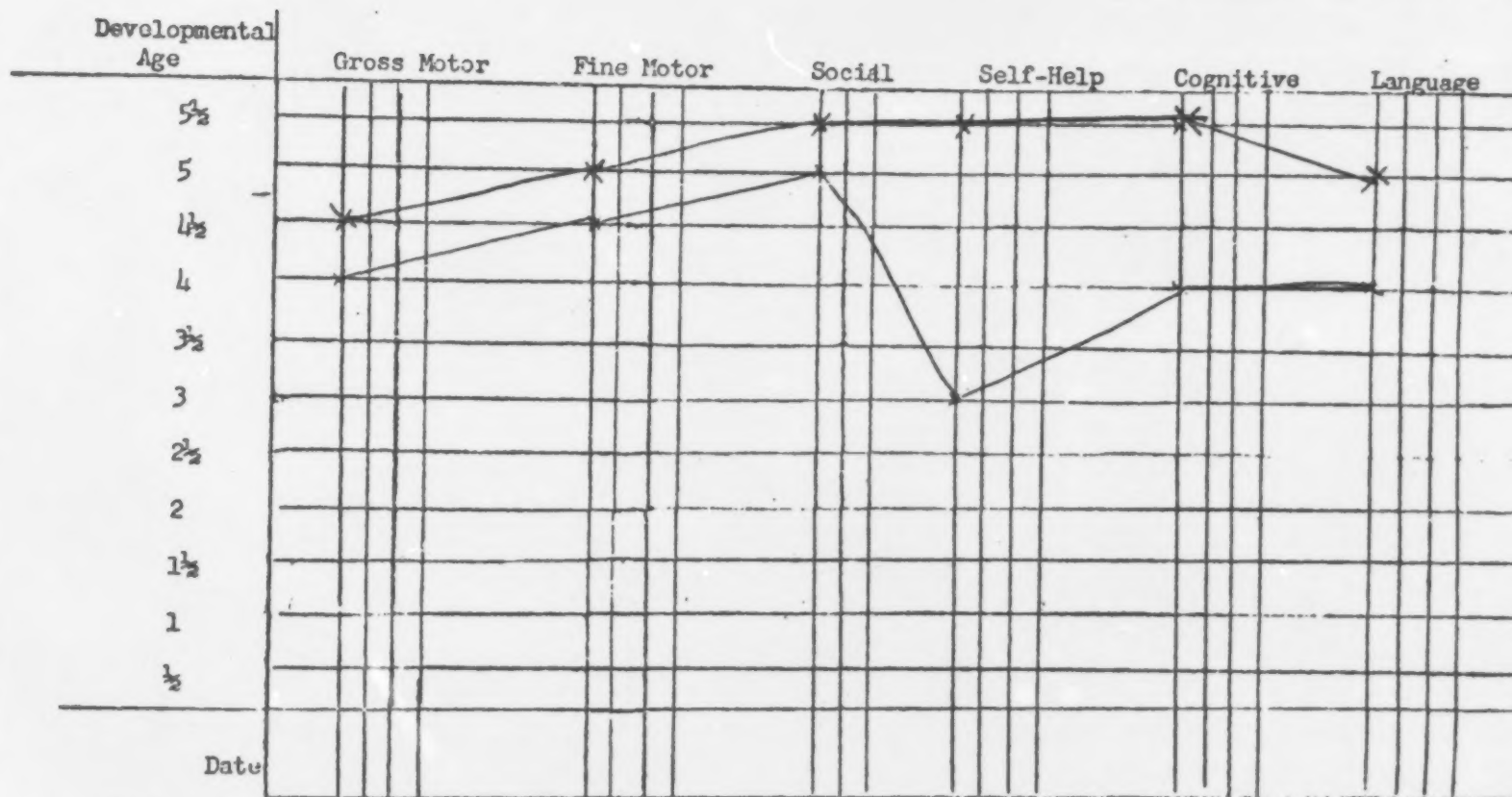
Date 11- 76

C.A. 3-3



PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

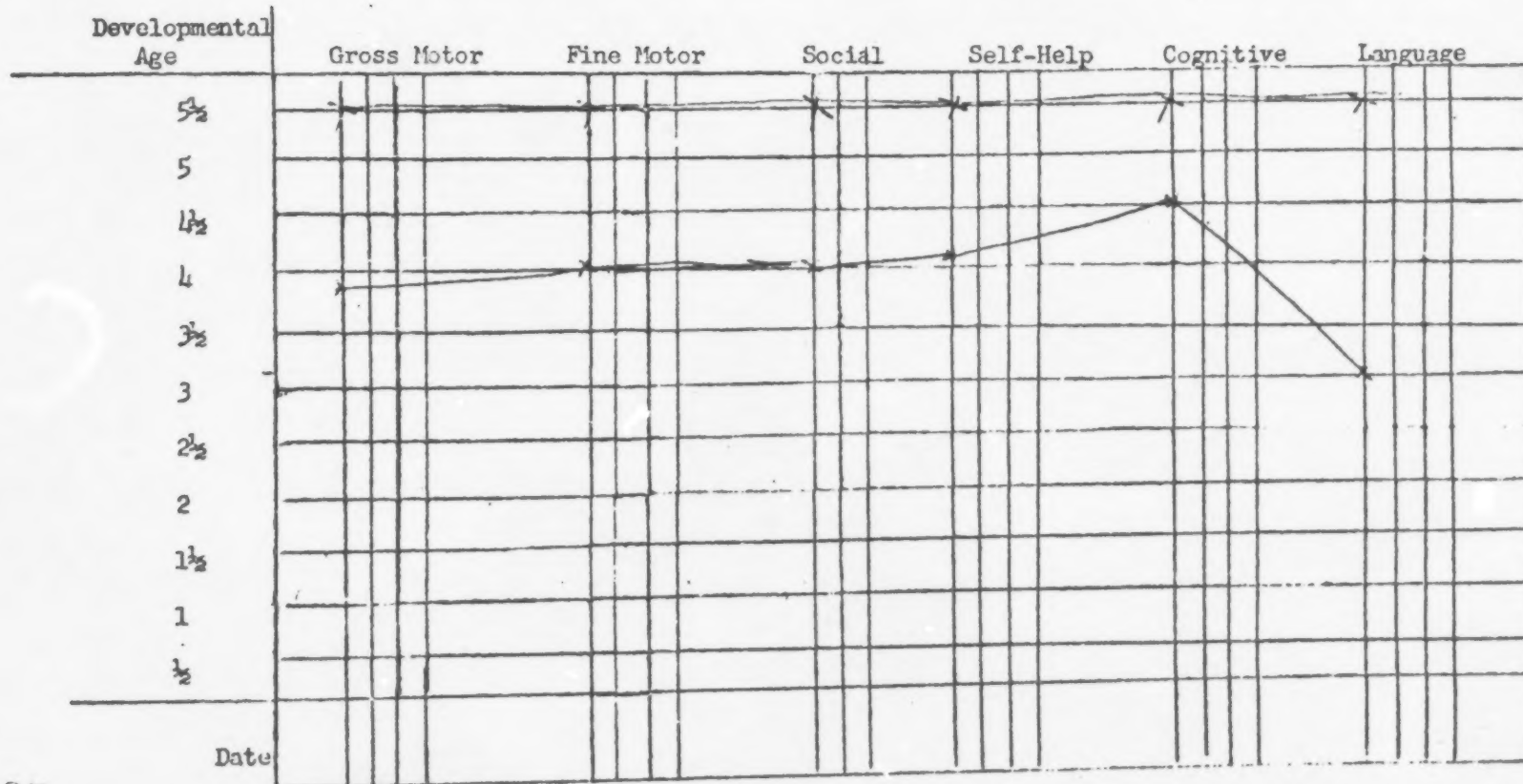
Name IV - L.D.
Date 10-76
C.A. 4-8



$\frac{DA \text{ (Developmental Age)}}{CA \text{ (Chronological Age)}} = \text{Rate of Development}$

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name V - S.I.
Date 11-76
C.A. 3-4

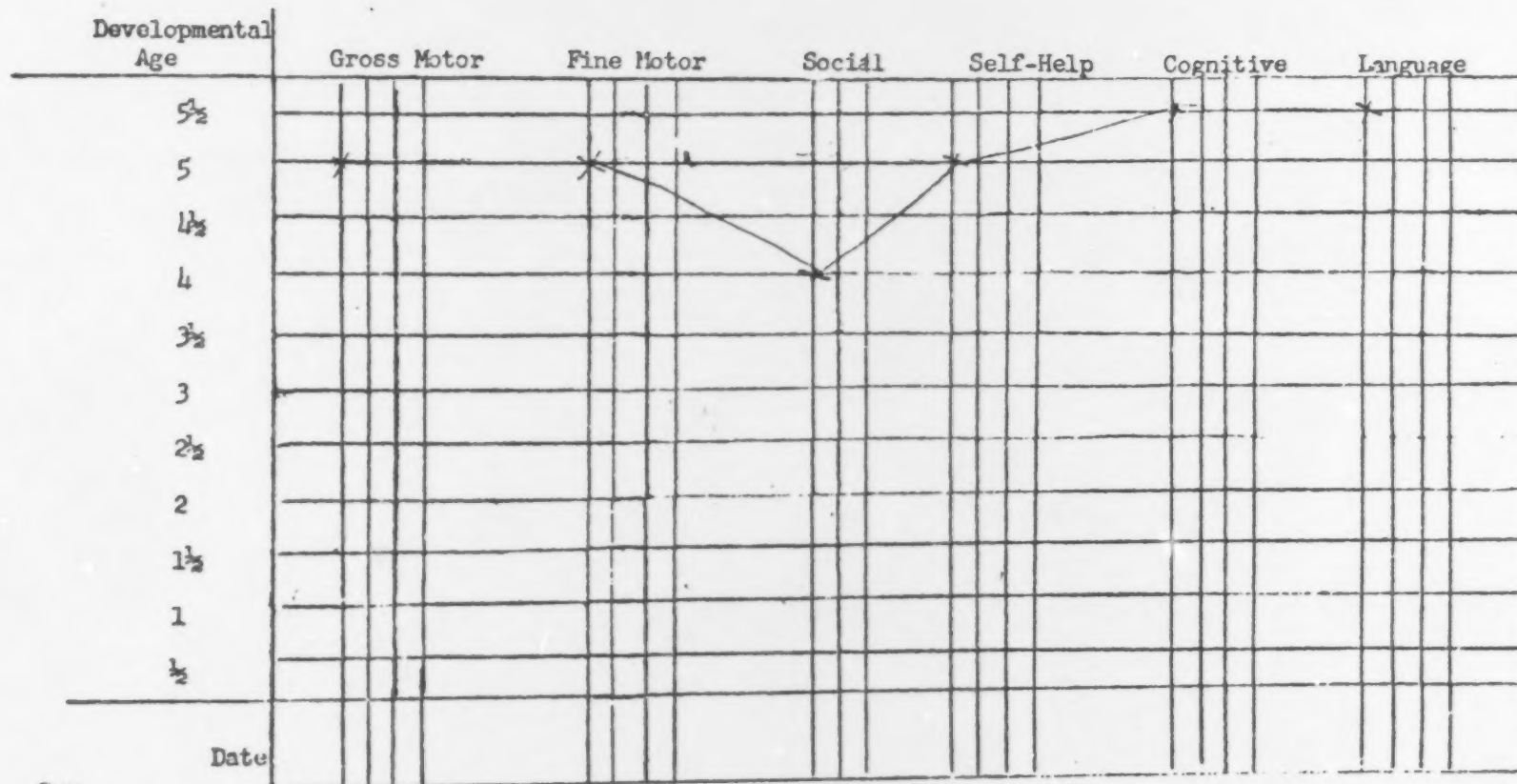


PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name VI - E.D.

Date ~~March~~ MARCH 1977

C.A. 5



87

$\frac{DA \text{ (Developmental Age)}}{CA \text{ (Chronological Age)}} = \text{Rate of Development}$

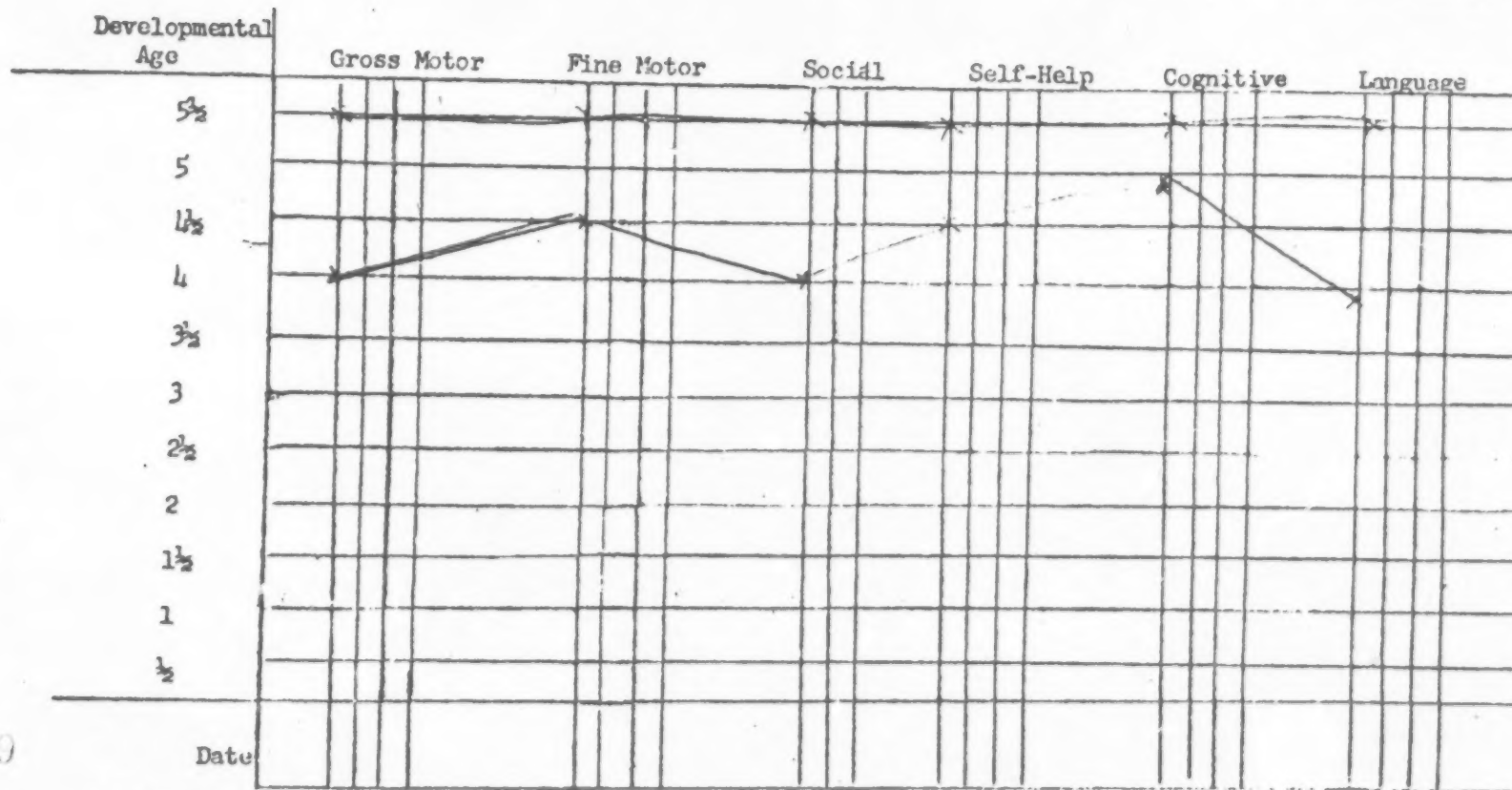
88

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name VII - S.I.

Date 11-76

C.A. 4-3



89

DA (Developmental Age)
CA (Chronological Age) = Rate of Development

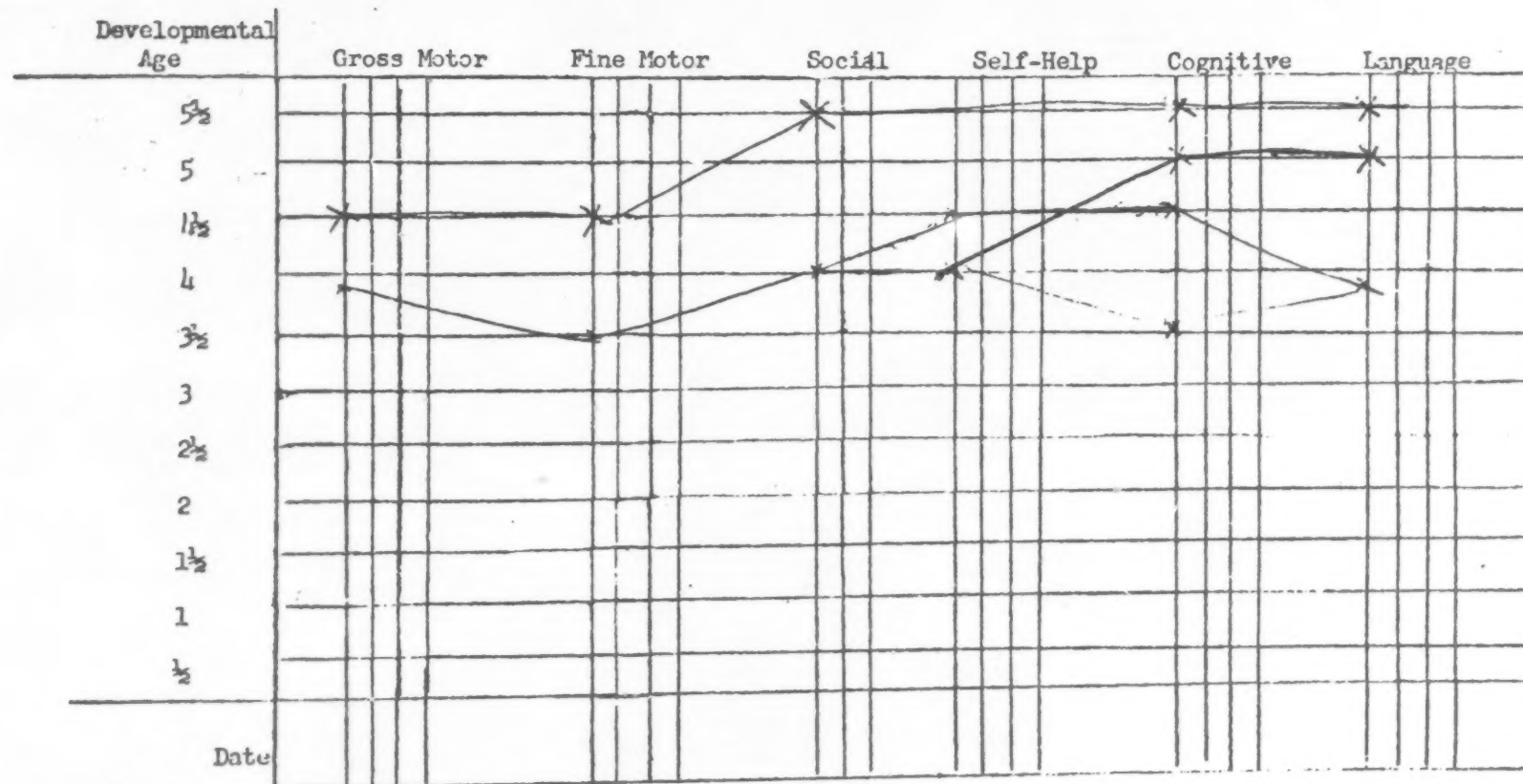
90

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name VIII - S.I.

Date 11-7-6

C.A. 4-8



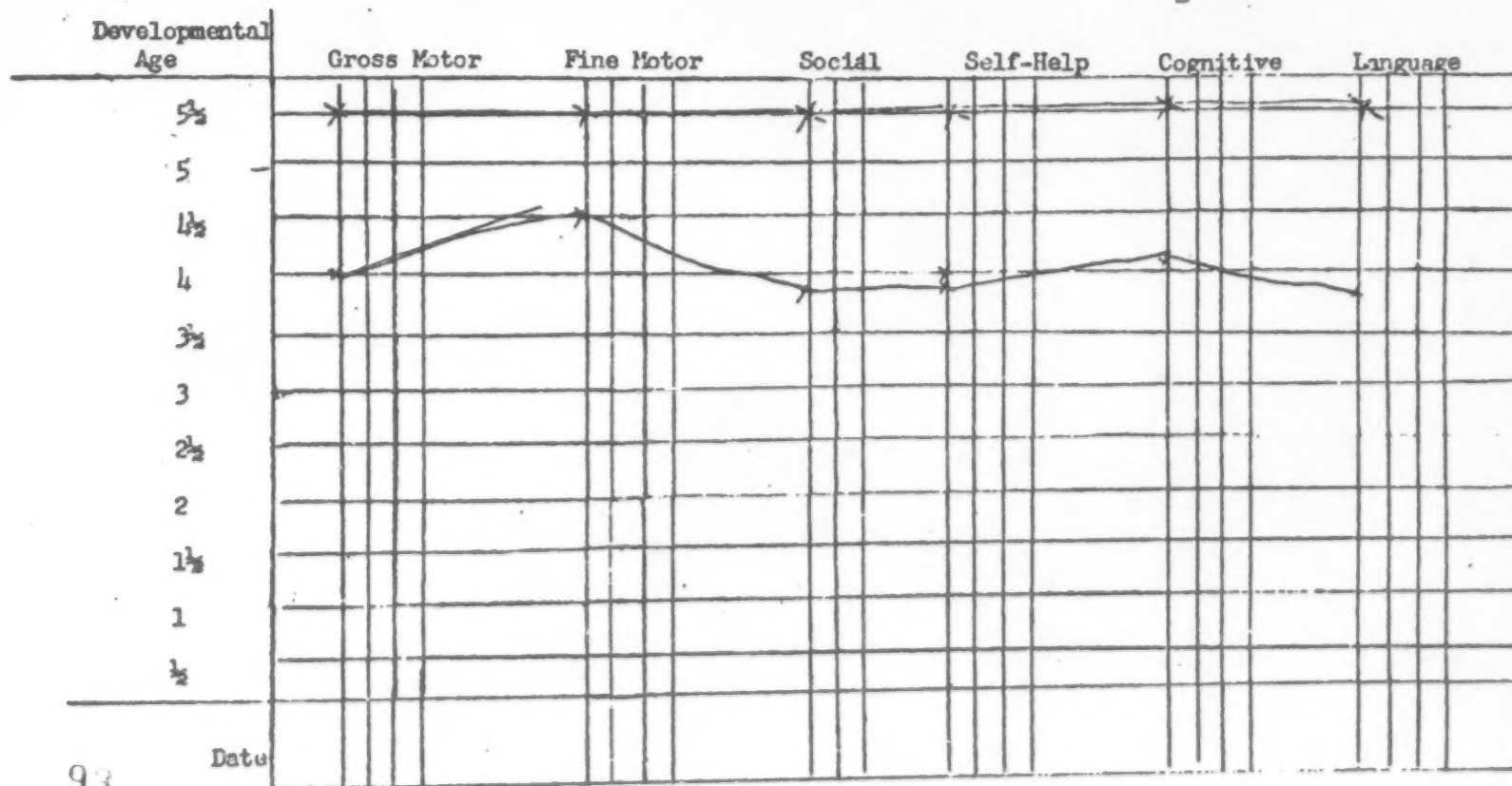
$\frac{DA \text{ (Developmental Age)}}{CA \text{ (Chronological Age)}} = \text{Rate of Development}$

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name IX - E.D.

Date 11-76

C.A. 4-11



APPENDIX H

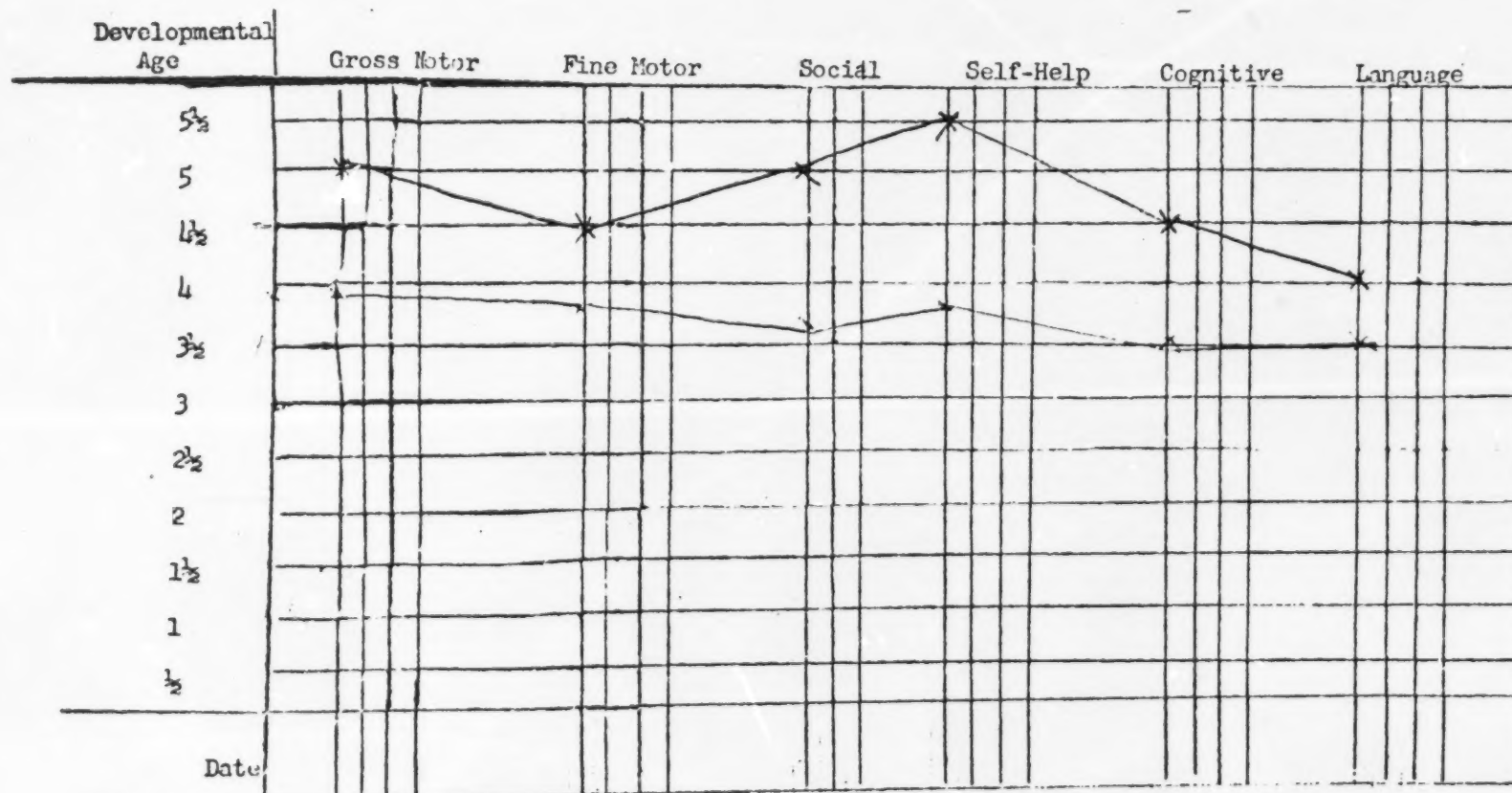
LAP - Sanford ©

PROFILE OF DEVELOPMENT
BASED ON THE
LEARNING ACCOMPLISHMENT PROFILE
ANNE R. SANFORD

Name X - L.D.

Date 12-76

C.A. 4-5



95- $\frac{DA \text{ (Developmental Age)}}{CA \text{ (Chronological Age)}} = \text{Rate of Development}$

APPENDIX I
RESPONSE TABULATION - MOTHERS
PIE PROJECT

EVALUATION QUESTIONNAIRE FOR PARENTS

Note to Parents:

"Since we are a federally funded program, we are required to supply information to the government about the PIE Project. We need to know your positive and negative feelings about the program. Parent involvement is an important part of the program. The information you provide will be used to insure that your child's needs are best served by the program."

Directions

Please reply to the following by filling in the blanks or circling appropriate responses. Thank you.

My child has been enrolled in the PIE Project since: _____

CHILD DEVELOPMENT

1. My child benefited from the total program:

			10
none	little	much	very much
2. My child's overall speech and language has improved:

		1	8	
none	little	much	very much	(1-no answer)

 - a. My child better understands language, able to follow directions, identify objects:

		2	8
none	little	much	very much
 - b. My child uses more words:

			10
none	little	much	very much
 - c. My child uses more sentences:

		1	9
none	little	much	very much
 - d. My child speaks more clearly:

	1	2	7
no	somewhat	much	very much
3. My child's overall general coordination has improved:

		2	8
none	little	much	very much

APPENDIX I

- a. My child can better coordinate the use of eyes and hands for such activities as doing puzzles, drawing, pouring liquids, zipping, unbuttoning, etc.
- | | | | |
|------|--------|------|-----------|
| | | 3 | 7 |
| none | little | much | very much |
4. My child is better able to follow directions:
- | | | | |
|------|--------|------|-----------|
| | | 2 | 8 |
| none | little | much | very much |
5. My child is better able to be involved with other children:
- | | | | |
|------|--------|------|-----------|
| | | 2 | 8 |
| none | little | much | very much |
6. My child continues with an activity over a longer period of time:
- | | | | |
|------|--------|------|-----------|
| | | 4 | 6 |
| none | little | much | very much |
7. My child can handle his/her feelings better (Less crying, fewer tantrums):
- | | | | |
|------|--------|------|-----------|
| | | 7 | 3 |
| none | little | much | very much |
8. My child feels more positive about himself/herself (takes pride in his/her accomplishments; has shown growth in self-confidence):
- | | | | |
|------|--------|------|-----------|
| | | 5 | 5 |
| none | little | much | very much |
9. In addition to the above, I have observed that my child has made gains in the following:

6 - not answered
5 - answered

- | | |
|---------------------------------------|---|
| 1) Fine motor | 2 |
| 2) Maturity | 1 |
| 3) Interest in music and storytelling | 1 |
| 4) Happy - loves school | 2 |
| 5) Speech | 2 |
| 6) Attention span | 2 |
| 7) Parent support | 1 |
| 8) Self help | 2 |
| 9) Socialization | 2 |

APPENDIX I

PARENT INVOLVEMENT

1. Parent meetings:

too few 10 too many
 enough

2. I benefited from the following school/home forms of communication:

		<u>not at all</u>	<u>moderately</u>	<u>very much</u>	<u>no resp.</u>
a. Newsletter			4	6	
b. Telephone calls	1		3	4	2
c. Daily contact with staff			1	9	
d. Individual conferences with staff			2	8	
e. Written suggestions for home activities	1		4	4	1
f. Conferences, Workshops (Burton White, Inter-act In-Service)	1		3	4	2
g. Classroom Observations			5	5	
h. Observation of Speech and Language Lessons	1		3	4	2
i. Morning meetings (Coffee, tea and talk)			4	6	
j. Evening meetings			4	6	

3. Next year I would like to see: (1 - no answer)
 1 1 7
 more meetings less meetings same amount

4. In relation to project activities (newsletter, snacks, phone speaking with parents of prospective children,) parents ought to be:

less involved 5 5 more involved
 same involvement

5. Suggestions for future meetings and other forms of parent involvement:

5 gave suggestions
5 no answer

APPENDIX I

1) More involvement in speech homework	1
2) More evening meetings	2
3) Extension of morning meetings - observe classroom - 1 way mirror	1
4) Schedule classroom visit for individual mothers	1

APPENDIX I
RESPONSE TABULATION - FATHERS
PIE PROJECT

EVALUATION QUESTIONNAIRE FOR PARENTS

Note to Parents:

"Since we are a federally funded program, we are required to supply information to the government about the PIE Project. We need to know your positive and negative feelings about the program. Parent involvement is an important part of the program. The information you provide will be used to insure that your child's needs are best served by the program."

Directions:

Please reply to the following by filling in the blanks or circling appropriate responses. Thank you.

My child has been enrolled in the PIE Project since: _____

CHILD DEVELOPMENT

1. My child benefited from the total program:

		1	7
none	little	much	very much

2. My child's overall speech and language has improved:

		2	6
none	little	much	very much

- a. My child better understands language, able to follow directions, identify objects:

		2	6
none	little	much	very much

- b. My child uses more words:

		1	7
none	little	much	very much

- c. My child uses more sentences:

		1	7
none	little	much	very much

- d. My child speaks more clearly:

		2	6
none	little	much	very much

3. My child's overall general coordination has improved:

		3	5
none	little	much	very much

APPENDIX I

- a. My child can better coordinate the use of eyes and hands for such activities as doing puzzles, drawing, pouring liquids, zipping, unbuttoning, etc.
- | | | | |
|------|--------|------|-----------|
| | | 3 | 5 |
| none | little | much | very much |
4. My child is better able to follow directions:
- | | | | |
|------|--------|------|-----------|
| | | | 8 |
| none | little | much | very much |
5. My child is better able to be involved with other children:
- | | | | |
|------|--------|------|-----------|
| | | 2 | 6 |
| none | little | much | very much |
6. My child continues with an activity over a longer period of time.
- | | | | |
|------|--------|------|-----------|
| | | 2 | 6 |
| none | little | much | very much |
7. My child can handle his/her feelings better (Less crying, fewer tantrums):
- | | | | |
|------|--------|------|-----------|
| | 2 | 2 | 4 |
| none | little | much | very much |
8. My child feels more positive about himself/herself (takes pride in his/her accomplishments; has shown growth in self-confidence):
- | | | | |
|------|--------|------|-----------|
| | | 2 | 6 |
| none | little | much | very much |
9. In addition to the above, I have observed that my child has made gains in the following:
- | | |
|--|---------------|
| | 4 answered |
| | 4 - no answer |
- | | |
|---|---|
| 1) Speech | 2 |
| 2) Socialization | 2 |
| 3) Happier | 1 |
| 4) Self confidence | 1 |
| 5) Self help | 1 |
| 6) Developed interest in various activities | 1 |

APPENDIX I

PARENT INVOLVEMENT

1. Parent meetings: 2 didn't answer

6

too few

enough

too many

2. I benefited from the following school/home forms of communication:

	<u>not at all</u>	<u>moderately</u>	<u>very much</u>
a. Newsletter (2 - no answer)	<u> </u>	<u>2</u>	<u>4</u>
b. Telephone calls (3 - no answer)	<u>1</u>	<u>2</u>	<u>2</u>
c. Daily contact with staff (1 - no answer)	<u> </u>	<u>2</u>	<u>4</u>
d. Individual con- ferences with staff (1 - no answer)	<u> </u>	<u>2</u>	<u>5</u>
e. Written suggestions for home activities (1 - no answer)	<u>2</u>	<u>4</u>	<u>1</u>
f. Conferences, work- shops (Burton White, Interact, in-service) (4- no answer)	<u>1</u>	<u>2</u>	<u>1</u>
g. Classroom observa- tions (1 - no answer)	<u>1</u>	<u>4</u>	<u>2</u>
h. Observation of Speech and Language Lessons (2- no answer)	<u>2</u>	<u>3</u>	<u>1</u>
i. Morning meetings (coffee, tea and talk) (2-no answer)	<u>4</u>	<u> </u>	<u>2</u>
j. Evening meetings (1 - no answer)	<u> </u>	<u>3</u>	<u>4</u>

3. Next year I would like to see: (2- no answer)

6

more meetings

less meetings

same amount

4. In relation to project activities (newsletter, snacks, phone calls, speaking with parents of prospective children) parents ought to be:

4

4

less involved

same involvement

more involved

5. Suggestions for future meetings and other forms of parent involvement:

5 - no answer

3 - answered

- 1) Same as spouse 1
- 2) Films 1
- 3) None 1